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ABSTRACT

This volume contains materials for use in conducting an articulation workshop to train secondary and postsecondary educators to promote equal access to vocational education. Addressed in the individual sections of the guide are the following topics: inequalities in the workplace, the role of articulation in promoting equal access, outreach, career exploration and role models, recruitment and enrollment, teaching methods, student retention and supportive services, student placement, and follow-up. Each chapter contains numerous resource materials, including handouts, transparency masters, forms, worksheets, surveys, learning activities, fact sheets, checklists, guidelines, excerpts from newspaper articles, poetry, vocabulary lists, and role play exercises. The 1984 forum agenda precedes the workshop materials. (MN)

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FORUM FOR CHANGE

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TSTI-Harlingen . February 17, 1984

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Forum for Change

An Articulation Workshop for Secondary and Post-Secondary Educators
To Promote Equal Access in Vocational Education

TSTI-Harlingen
Harlingen, Texas
February 17, 1984

Toni Moynihan
Vocational Equity Project Director

Experiment to me
is everyone I meet.

- Emily Dickinson

Forum for Change

February 17, 1984
8:30 a.m. - 3:30 p.m.
TSTI-Harlingen
Harlingen, Texas

Toni Moynihan - Vocational Equity Project Director

"Nothing can be more absurd
than the practice which prevails in our country
of men and women not following the same pursuits
with all their strength and with one mind,
for thus the state,
instead of being whole,
is reduced to half."

Plato

Agenda

8:30	Registration
8:45	Welcome - Dean George McShan
9:00	Howdy - Toni Moynihan
9:10	Great Moments
9:30	The American Woman is a Working Woman
10:00	What's In It For Me?
10:15	Articulation - Mission
10:30	Break
10:45	Barriers
11:15	The Big Seven: Find Them, Show Them, Sign Them Up, Teach Them, Retain Them, Place Them, Follow Them Up
12:00	Working Lunch - Goals and Results
12:45	Resources
1:00	Brainstorm
1:45	10 Priorities
2:30	Get It Done Source
3:00	Report
3:30	Wrap It Up

Howdy!

Tell your neighbor to your left and to your right...

Your name.....

Your job.....

Where your career has taken you.....

About one <u>great moment</u> in your life.....

GREAT MOMENTS -- WHAT WAS HAPPENING?

I have felt good about--or I have really enjoyed--doing these things:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Kaplan, Roberta. Suit Yourself: Shopping for a Job. Washington, D.C.: Wider Opportunities for Women, 1980.

MY JOY LIST
- 2-5 minutes -

(cup of tea, invite friend to lunch, check movie schedule)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

From Time Management for Unmanageable People by Dr. Ann McGee-Cooper. As described in Stitler Rowland's "Two Brains Are Better Than One," "American Way" (November, 1983), pp. 165-168.

MY JOY LIST
- 5-30 minutes -

(writing letter to a friend, watch a t.v. program, crochet)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

From Time Management for Unmanageable People by Dr. Ann McGee-Cooper. As described in Stitler Rowland's "Two Brains Are Better Than One," "American Way" (November, 1983), pp. 165-168.

"A human being should be able to change a diaper, plan an invasion, write a sonnet, balance accounts, build a wall, set a bone, comfort the dying, take orders, give orders, cooperate, act alone, solve equations, analyze a new problem, pitch manure, program a computer, cook a tasty meal, fight efficiently, die gallantly ... specialization is for insects."

Robert Heirlein
Time Enough for Love

The American woman is a working woman. She is a working wife. She is a working mother.

Sixty percent of all the women in America between the ages of 16 - 64 work outside the home. That's 50,000,000 women.

Sixty-six percent of those women are widowed, singled, divorced or separated.

One-half of poor families in America are headed by women. We call it the feminization of poverty.

Women make 59¢ for every dollar that a man makes.

We are concentrated in the four lowest paying occupations: Secretarial, Teaching, Nursing, Domestic. Women are 99% of secretaries, 98% of practical nurses, 95% of child care workers, .10% of electrical and electronic engineering technicians, .6% of auto mechanics.

..And we have 95% of the childrearing responsibilities.

18,700,000 of us have 32,000,000 children under the age of 18. Forty-five percent of mothers with preschool children are working.

Women have to work.
Women want to work.
Women are a <u>permanent</u> part of the workforce.

We in America are going to have to do something soon about this phenomenon.

American women are going to have to do something about it.

That's why I'm here. I'm a working American woman, wife, and mother who's doing something about equity.

TONI MOYNIHAN

Isolation and Separation Hurt

At school, we used to:

-- Make the boys play ball on one side of the playground and girls jump rope on the other.

-- Go to the lunch room in two lines, boys in one, girls in the other; or in one line, girls first, boys last.

-- Ask girls to take notes while the boys carried the books to the bookroom.

-- Expect boys to be rowdy and girls to be quiet.

-- Counsel girls to take home economics and boys to take agriculture.

-- Spank boys and make the girls write sentences.

-- Encourage boys to reach for their goals and caution girls to be realistic.

-- Expect girls to be great in English and boys to be superior in math.

-- Hear parents admonishing their daughters to pick the right man while preparing their sons to earn a living.

-- Read textbooks that showed boys as active, producing, contributing people. Those same books showed girls watching the boys.

-- Pit boys against girls in spelling bees.

-- Say sex was bad for girls, okay for boys.

-- Expect girls to cry and boys to hold their chins up.

-- Call on boys to respond in class while the girls remained silent.

-- Began each day with, "Good morning, boys and girls."

-- Expect the boys to pay for the gas, the food, and the movies while the girls looked pretty on the way.

-- Say, "Men work and women stay at home."

-- Expect girls to be emotional and boys to be rational.

-- Expect boys to fix things, while girls had their things fixed.

-- Expel the pregnant girl from school while the young father-to-be continued to go to class.

-- Criticize girls on a personal basis and boys on a task-oriented basis.

-- Pay more attention to the boys than the girls.

-- Provide nurseries for mother's who came to P.T.A. and booster club meetings.

-- Let him be the doctor in the school play and her be the nurse.

-- Walk past restrooms in the teachers' lounge labeled, "men" and "ladies."

-- Seldom read about women in history, but we always knew what our forefathers did.

-- Buy cakes at the girls bake sale while we had our cars washed by the FFA club.

-- Appoint boys safety patrolmen and hall monitors, even when the girls were physically bigger than the boys.

-- Establish "boys clubs" and "girls clubs."

-- Encourage girls to volunteer and help others while telling the boys to become self-reliant by mowing lawns for money.

-- Hold pep rallies for the football team but never for the girls basketball team.

-- Tell the boy he could be president; tell the girl that she could marry one.

-- Give boys big varsity letters and girls little ones or none at all.

-- Pay female coaches less than male coaches.

-- Invite fathers to come to school to talk about where they worked. Ask mothers to make favors and bring cookies for Valentine's Day.

-- Call ninthgraders, "freshmen."

-- Give a football banquet for the boys and have the girls serve their meals with iced tea.

And when school was over, we used to:

-- Tell them to marry each other and live happily ever after...
and then wonder why it didn't work out.

Toni Moynihan
Education Service Center, Region II
Corpus Christi, Texas
February, 1983

FORUM FOR CHANGE:
A COORDINATION MODEL FOR HIGH SCHOOL AND COMMUNITY COLLEGE EDUCATORS TO PROMOTE EQUAL ACCESS IN VOCATIONAL EDUCATION IN TEXAS

FORUM FOR CHANGE is the means by which these educators will come together in common purpose. The focus of this project is to discover the compatibility of their missions and goals, to become aware of the programs and operations of both, to experience the mutual benefit of combining resources, solving problems, planning programs and providing services for young people - no matter what sex or color or impairment or language barrier or cultural influence or occupational choice.

The ultimate aim is to stimulate young women and men to reach for challenging and satisfying jobs through preparation and training in vocational education and to build foundations for employment success through educational equity. For young women, most of the satisfying, challenging jobs are not the traditional ones of domestic, nurse, secretary or teacher, which pay low salaries, offer minimum benefits and leave little room for advancement. And, yet, in order for a woman to decide about and to prepare for a career, especially a nontraditional one, she must learn to relate to herself, to her environment, to those values placed upon her by others. She must learn to cope as an individual and as a member of a group. She must learn to effect change rather than be victimized by change. She must learn the skills required to get a job and be mentally prepared to further her training for advancement. Her male counterpart faces the same challenges if he chooses a nurturing occupation such as elementary school teacher, social worker or homemaker. FORUM FOR CHANGE is designed to prepare vocational educators to help their students meet those challenges.

Hi! You must be thinking about a job. Maybe you already have one. Perhaps, you're looking ahead to what you'll be doing when you finish school. Just curious? In any case, good for you!

Take your time reading through the next few pages. (Grab a pencil, too.) You'll find out about jobs that you may not have considered - **nontraditional jobs.**

WHAT IS A NONTRADITIONAL JOB?

A job is considered nontraditional on the basis of the sex of the person who has the job. A job that is traditional for a man, such as a welder or carpenter, is notraditional for a woman. Nursing is a job that is traditional for a woman but nontraditional for a man.

HOW DID JOBS GET TO BE NONTRADITIONAL ?

At one time, jobs were determined by the biological and physical functions of a person. Clearing land and building houses with logs in frontier days required strong backs, sturdy arms and legs. Men usually did those jobs. Women, on the other hand, bore children so the responsibility for caring for them and the home belonged to mothers, grandmothers and sisters.

Down through the generations, then, the practice and custom of jobs performed by men and women became a tradition. Of course, many women helped men plow fields, plant seeds, and harvest crops. Men helped with the children, the wash and the cooking. However, tradition held that certain jobs were for men and others were for women.

From: Moynihan-McCoy, Toni. What About A Nontraditional Job? - Students. Corpus Christi, Texas: Education Service Center, Region II, 1983.

Now check the answers to these questions.

Which of these jobs are **traditional** for a **woman**?

carpenter ____
auto mechanic ____
meat cutter ____
police officer ____
nurse ____
electrician ____
secretary ____

Which of these jobs are **traditional** for a **man**?

carpenter ____
auto mechanic ____
meat cutter ____
police officer ____
nurse ____
electrician ____
secretary ____

Which of these jobs are **nontraditional** for a **woman**?

carpenter ____
auto mechanic ____
meat cutter ____
police officer ____
nurse ____
electrician ____
secretary ____

Which of these jobs are **nontraditional** for a **man**?

carpenter ____
auto mechanic ____
meat cutter ____
police officer ____
nurse ____
electrician ____
secretary ____

What did you notice about the number of jobs that you checked?
Have you ever seen a female police officer? A male nurse?

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WHY WOULD ANYONE WANT A NONTRADITIONAL JOB?

For one thing, times have changed and people have moved off farms into cities. Today 70% of our population live in cities. Technological advances have also made a difference. Work does not require the same physical labor that it used to. Today, people who build banks and hotels push buttons inside huge cranes in order to move heavy objects. Highly precise saws do the cutting and in some places robots fit large metal frames together. Work has become more technical, more mental.

As physical characteristics become less important to doing a job, more male jobs became attractive to women. Especially because those jobs paid better money. Because tradition held that men worked outside the home and women worked inside the home, jobs held by men paid more money. The man of the house became the "bread winner," the person who earned an "honest day's wage for an honest day's work." Traditionally, women were not paid for their work. If a woman sewed for someone or took in laundry, the amount she was paid was very little. Domestic work was not valued as work that earned a lot of money.

During the 1970's and 80's, the cost of living and raising a family has dramatically increased — along with the divorce rate. Many women find themselves living without a husband and having to support themselves and their children. The jobs traditionally held by these women, such as nurse, secretary, teacher, domestic worker, are low-paying jobs. As a result, women have looked to better paying jobs traditionally held by men, in order to pay the bills.

HOW DO I GO ABOUT CHOOSING A NONTRADITIONAL JOB?

You go about choosing a nontraditional job by finding out as much as you can about the job. **You also need to know yourself pretty well.**

Remember, a job takes up the better part of a day and, for most of us, 25 to 40 years of our lives. What you do at work, hopefully, will be satisfying, challenging, and enjoyabl. Working is a big part of living so it is important to choose a job that fits your interests and abilities.

Your vocational counselor can give you information about nontraditional jobs. Your counselor has interest surveys and aptitude tests that will help you find out about your abilities and interests so that you can choose a job that you will do well in and enjoy.

What's In It For Me?

Administration

- EEO policies/procedures
- Articulation of EEO goals by administration
- Visibility of EEO goals in MBO's district plans, etc.
- Coordination of PIC, ABE, etc. to meet special needs
- Nontraditional staff
- Increase full-time equivalency (FTE)

Individual Faculty Member

- Knowledge of needs of special groups
- Affirmative student recruitment
- Accurate information on workforce and life/work planning
- Knowledge and use of appropriate teaching/counseling methods for diverse groups
- A new focus on math
- A new focus on the basics
- Stale subject matter is refreshed
- Challenge of finding different ways to present concepts

Improved Programs

- Articulation between secondary and postsecondary programs
- Sex-fair curricula, instructional materials, recruit. brochures...
- Physical fitness training in non-traditional areas
- Job follow-up
- Physical access to classes
- Flexible scheduling
- Information on financial assistance
- Counselor's range of expertise is extended

New Programs

- Counseling support groups
- Remedial courses in skills related to occupations
- Remedial courses in academics related to occupation, e.g. math
- Introductory/exploratory courses
- Methods of involving parents, spouses, peers in support
- Classes related to job-seeking skills, communication and interpersonal relations
- Day care
- Job development
- Interactive sessions with role models

Public Relations

- Information on numbers of successful students/employees
- Information on voc. ed. as a good source of job training

(Take a trip to the mall in your town and walk into one of those new, open hair salons. Look at who's fixing whose hair: men, women, black, brown, white. High schools and community colleges made that happen for us.) TM

IDEAS FROM ACROSS TEXAS

SUBJECT AREA:_____ LEVEL:_____

Describe your equity teaching/counseling idea in one sentence:

_____

_____

Describe your idea so that a teacher/counselor who reads it can try it immediately. If necessary, include a diagram of your teaching/counseling aid.

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____

City: _____

Date: _____

THANK YOU FOR YOUR CONTRIBUTION TO Vocational Equity in Texas!

Source: Peterson, Anna. "Ideas From Across Texas." Corpus Christi, Texas: Education Service Center, Region II Adult Education Project, 1983.

Barriers

Why They Give Me A Headache!	Relief!
1. Costs too much money	1.
2. We don't have any money.	2.
3. They don't want to be in my class.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.
19.	19.
20.	20.

Moynihan-McCoy, Toni. "Barriers: Or Why They Give Me A Headache." Corpus Christi, Texas: Education Service Center, Region II and Vocational Resources Center, 1983.

Promoting Nontraditional Jobs On Our Campuses

The Big Seven

Getting Started:

The most important focus: women and men must learn about nontraditional jobs through someone.

First, assess enrollments in occupational programs. You will find that women are underrepresented in trade, technical and agricultural fields. Men are underrepresented in secretarial, nursing, childcare and cosmetology programs.

Get it done source:
- Director of Evaluation or Research
- Registrar/Assistant Principal
- Department Heads
- Faculty
- Vocational Administrator
- Vocational Counselor
- Assistant Superintendent

Secondly, assess occupational demand in your area. It is critical to identify the occupations in which workers are in high demand.

Get it done source:
- Instructors/Faculty
- Advising Committees
- Placement Personnel
- State Employment Office
- City or County Department of Commerce
- You, Classified Ads

The Big Seven

1. Reach Out (Find Them)

   Identify and reach students with introductory information about non-traditional occupations as a promising career option.

   8th grade, adult learning center, newspaper articles, school program, radio and T.V. interviews

2. Explore (Show Them)

   Provide students in-depth information about nontraditional occupations that they need to make informed occupational decisions.

   workshop, assembly, career center tours, demonstrations

3. Enroll (Sign Them Up)

   Provide system of enrollment that encourages nontraditional enrollment and students enroll in nontraditional programs.

   testing, counseling, scheduling, refresher course, walk through registration

4. Train (Teach Them)

   Students receive training in nontraditional programs.

   math help, textbook review, teaching technique

5. Retain (Support Them)

   Students complete nontraditional programs.

   day care, transportation, work, community services, parent programs

6. Placement (Place Them)

   mock interview, resumes, employer interview, employer contacts

7. Follow Up (Follow Them Up)

   survey, personal contact with former student, placement personnel

Schuchat, Jo. The Nuts and Bolts of Nontraditional Occupations. Cambridge, Massachusetts: Technical Education Research Center, 1981.

1

Reach Out

Hugo Robles

Yolanda Sanchez

Mike Smith

Leonard Thielen

Roy Pletcher

Octavio Gomez

Sylvia Rosales

Alda Pena

George McShan

1

REACH OUT
(Find Them)

Goal: To identify and reach students with introductory information about nontraditional occupations as promising career options.

What is the Problem?

Why is it a problem?

How can we overcome it?

Outcome: Young women and men are attracted to learn more about nontraditional programs.

1

Reach Out
(Find Them)

Resources

WHY RECRUIT NONTRADITIONALS?

Nontraditional jobs that pay more encourage good work.

Job satisfaction leads to productivity.

Sex equity is the responsibility of vocational educators.

The law requires sex equity.

Higher enrollments are possible for sex-fair administrators.

Humane practices generate community goodwill.

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 South Texas Catholic, Feb. 25, 1983

Prize winning cartoonist says faith important

By Peter Feuerherd
NC News Service

DAYTON, Ohio — Since April 1981 it has seemed that Dayton Daily News cartoonist Mike Peters has acquired three new first names. Now he is invariably referred to as "Pulitzer Prize winner Mike Peters."

But don't think that achievement, a culmination of any editorial cartoonist's lifetime dream, has made the sometimes irreverent, boyish-looking 38-year-old Peters stodgy and staid. Peters is still at heart the same kind of man who one day, attired in full Superman costume, whisked through an open window during a Daily News editorial meeting.

One thing about Mike Peters is that he doesn't take himself too seriously. After a year of heavy fallout from the Pulitzer, in which he participated in a seemingly endless round of speeches, television appearances and added syndication work, the cartoonist is now deliberately slowing down.

For about six months, Peters has cut back drastically on his public appearances, now limiting himself to his Daily News and a monthly two-minute segment on NBC's Today show.

"It was a great learning experience," he said. "We saw all the good part of fame and we saw the opposite side of the coin."

I CONFESS FATHER, I'D LIKE TO BE A PRIEST...
!
NONSENSE CHILD... A WOMAN COULD NEVER HOLD A POSITION OF IMPORTANCE IN THE CHURCH.
...THAT'LL BE THREE HAIL MARYS.

Almost nothing is taboo as a subject for an editorial cartoon for Mike Peters, Pulitzer Prize-winner for the Dayton (Ohio) Daily News. He sometimes takes a jab at the church when he feels a church position is wrong but more often he takes on the government and President Reagan. (NC Photo)

Rarely during the interview did Peters use the personal pronoun "I." His speech is often laced with references to "we," by which he means his wife, Marian, and their three daughters, Marci, Tracy and Molly. Spending time with them was what he missed most during the period of extra work created by the Pulitzer.

Now that he has strong national recognition, is he ready to move to another newspaper in a larger city? His answer is "No." He said he likes the area, his newspaper and his family's parish, Queen of Apostles.

A St. Louis native who attended a Christian Brothers high school, Peters described himself as a former "yellow pages Catholic," a phrase coined by his wife, a Presbyterian. Before discovering Queen of Apostles, he would attend Mass at various parishes, selecting the church from the local telephone directory.

That has changed. He now is a part of the parish, has written a short play performed during the Queen of Apostles' liturgy and with his wife has taken part in church outreach to the mentally ill.

Why the increased church involvement? The reason, he said, is the spirit at his parish. "The first thing that hit us was that everyone seemed to really like one another. I'd never been to a Catholic church where the people didn't just honk at each other on the way out."

29

19

39

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Using either a traditional or nontraditional occupation of interest to you, answer the following questions to the best of your knowledge. If you do not know the answer to a particular question, check the "Don't Know" column.

Name of occupation_____

	Yes	No	Don't Know
1. In the community in which you live or want to live, do many persons work in the occupation of your interest?	____	____	____
2. Are most of the people in this occupation of a sex opposite to your own?	____	____	____
3. Are the employment opportunities limited to certain geographic areas?	____	____	____
4. Do you have to belong to a labor union in order to get a job in this occupation?	____	____	____
5. Do you know the wage or salary range for entry-level workers in this occupation?	____	____	____
6. Are the long-range wage or salary advances for experienced workers in this occupation good?	____	____	____
7. Are there unusual physical risks or dangers to the occupation?	____	____	____
8. Are there many opportunities for advancement in this occupation?	____	____	____
9. Can you move up the career ladder to higher positions in this occupational field in a reasonable length of time?	____	____	____
10. Are the opportunities good for obtaining further training, education, or personal growth experiences after entering the occupation?	____	____	____

COMMENTS

Answers to some of the questions in this exercise can be obtained in the following ways.

1. Talk to someone who is employed in the occupation or with an employer.

2. Contact your local office of the Employment Development Department (EDD) and request information or brochures about the occupation.

3. If your school has a career information center or library, look up the information in an occupational brochure.

4. Contact an apprenticeship committee representative or the labor council in your community.

5. Contact a private employment agency.

6. Talk with your school placement office.

7. Go to your local or school library and look up information in the Occupational Outlook Handbook.

8. Contact the Occupational Safety and Health Administration (OSHA) for information about hazardous occupations.

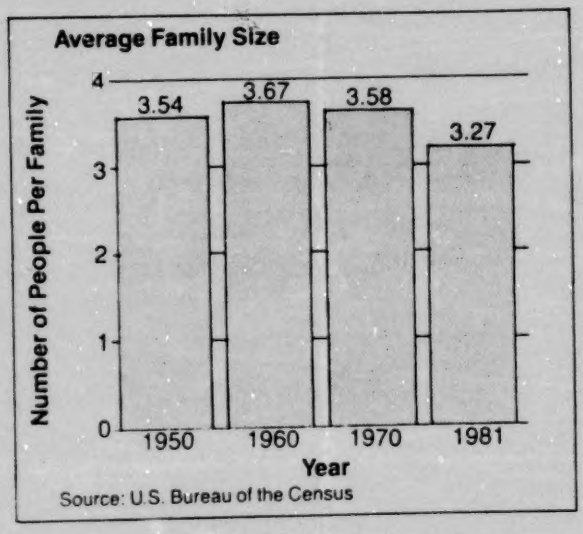
SOURCES: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

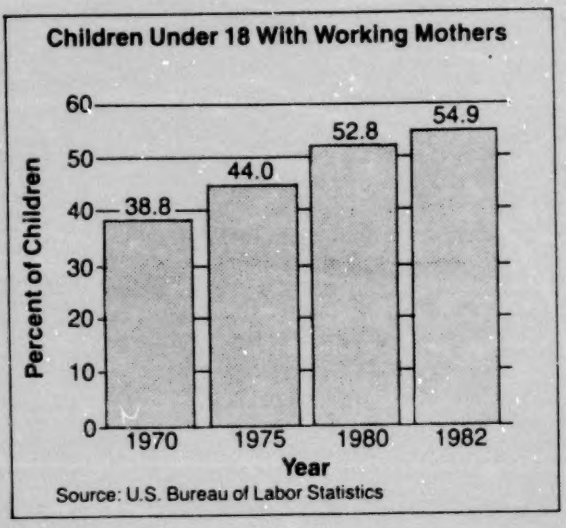
NOW! THE $134,000 CHILD

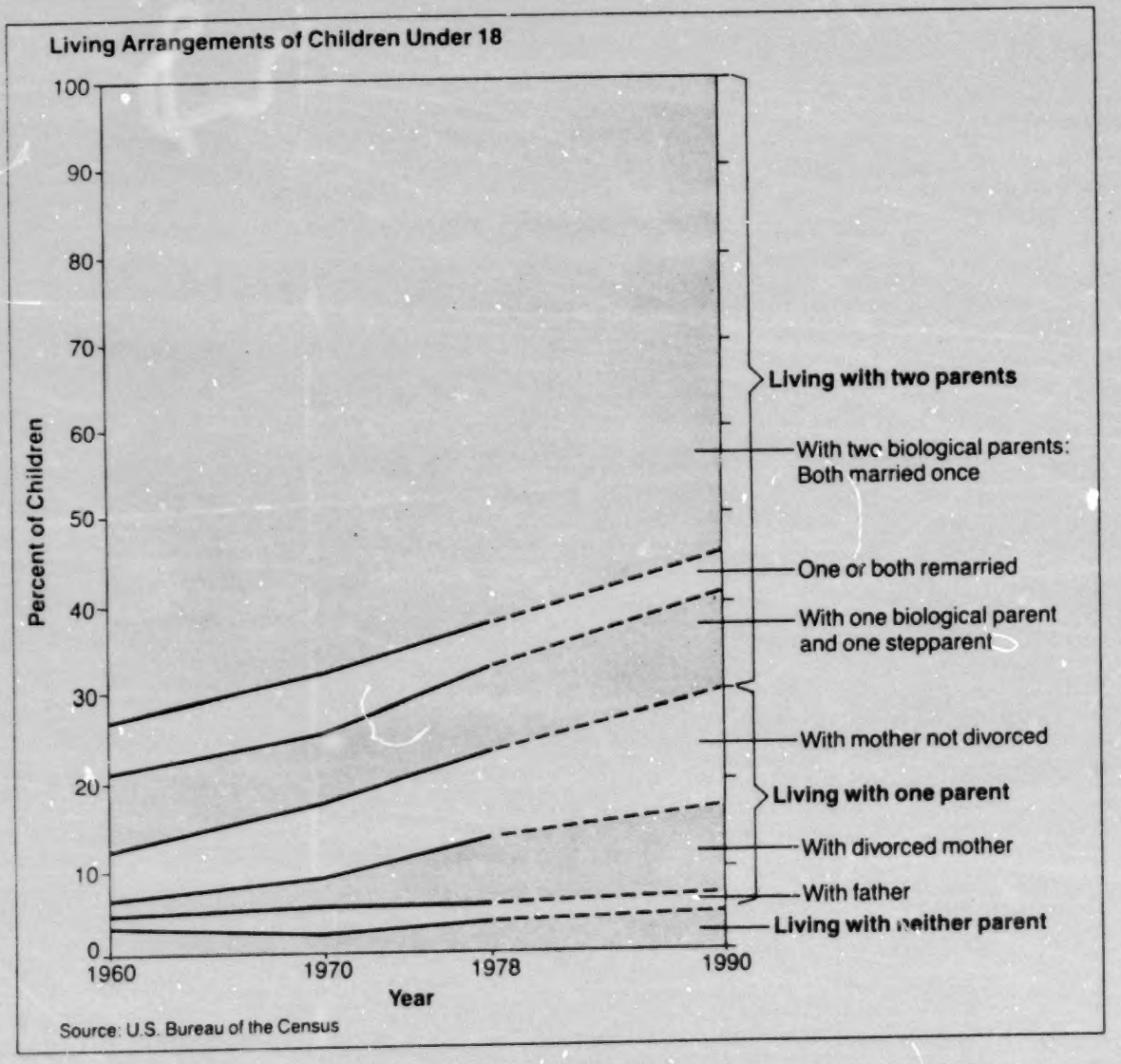
SPENDING	COST TODAY	COST IN 1960
FOOD (AT HOME)	$ 32,915	$ 7,918
FOOD (AWAY)	3,730	848
CLOTHING	12,129	3,662
HOUSING	41,121	10,467
MEDICAL CARE	6,703	1,602
EDUCATION (THROUGH HIGH SCHOOL)	2,288	520
TRANSPORTATION	20,355	5,267
ALL OTHER (GROOMING, ENTERTAINMENT, ETC.)	15,173	3,990
TOTAL	$134,414	$34,274

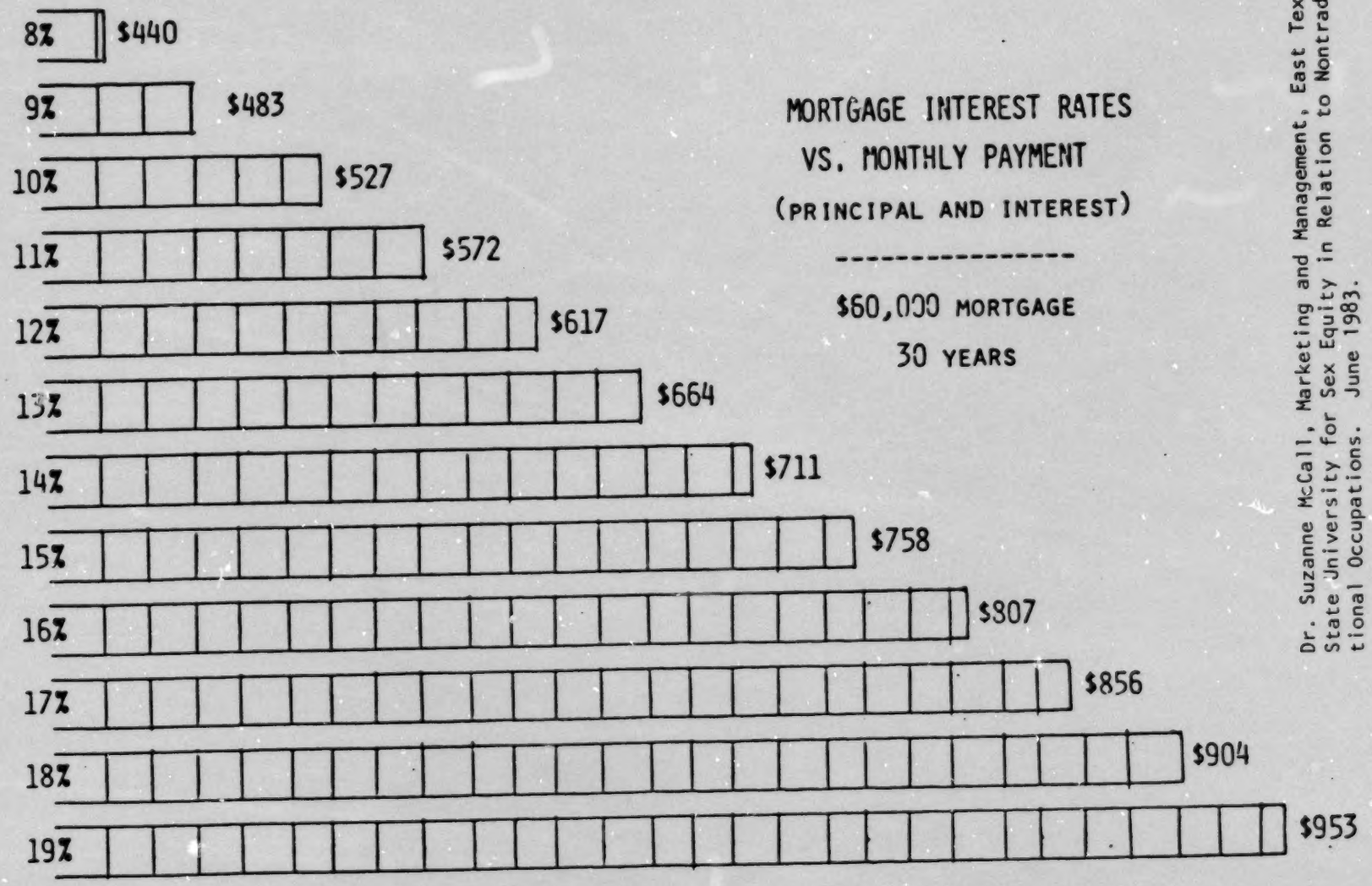
Dr. Suzanne McCall, Marketing and Management, East Texas State University for Sex Equity in Relation to Nontraditional Occupations. June 1983.

Family Facts









MORTGAGE INTEREST RATES
VS. MONTHLY PAYMENT
(PRINCIPAL AND INTEREST)

$60,000 MORTGAGE
30 YEARS

Dr. Suzanne McCall, Marketing and Management, East Texas State University for Sex Equity in Relation to Nontraditional Occupations. June 1983.

WHAT ARE YOUR BIGGEST EXPENSES?

AVERAGE WAGE EARNER (8-HOUR DAY)

2 HOURS 49 MINUTES - - - - - GOVERNMENT

1 HOUR 56 MINUTES -- FEDERAL

53 MINUTES -- STATE/LOCAL

1 HOUR 28 MINUTES - - - - - HOUSING AND HOUSING OPERATION

1 HOUR 4 MINUTES - - - - - FOOD AND DRINK

43 MINUTES - - - - - TRANSPORTATION

29 MINUTES - - - - - MEDICAL CARE

22 MINUTES - - - - - CLOTHING

46 MINUTES - - - - - MISCELLANEOUS

Dr. Suzanne McCall, Marketing and Management, East Texas State University for Sex Equity in Relation to Nontraditional Occupatings. June 1983.

Famous American Women

Mary Kay Ash _____

Elizabeth Blackwell _____

Erma Bombeck _____

Gwendolyn Brooks _____

Sara Caldwell _____

Mary Hatwood Futrell _____

Kathrine Hepburn _____

Grace Murray Hopper _____

Lena Horne _____

Barbara Jordan _____

Coretta Scott King _____

Chris Evert Lloyd _____

Arabetta Mansfield _____

Virginia Johnson Masters _____

Myra McDaniel _____

Cis Myers _____

Sandra Day O'Conner _____

Sylvia Porter _____

Leontyne Price _____

Frances Shea _____

a. Maestro

b. General Counsel to the Governor of Texas

c. Deputy Commissioner, Texas Education Agency

d. Director, Center for Non-Violent Social Change

e. First female physician

f. First woman lawyer

g. Mary Kay Cosmetics, Chief Executive Officer

h. Humorist

i. Poet

j. President, National Education Association

k. Actress

l. Computer genius, designed Cobol

m. Singer

n. First black congresswoman

o. Pioneered the study of human sexuality

p. Tennis champion

q. Financial journalist

r. Supreme Court Justice

s. Diva, opera

t. Rear Admiral, Navy

Moynihan-McCoy, Toni. "Famous American Women." Corpus Christi, Texas: Education Service Center, Region II, Vocational Equity Project, 1983.

Famous American Women
Answer Key

g.
e.
h.
i.
a.
j.
k.
l.
m.
n.
d.
p.
f.
o.
b.
c.
r.
q.
s.
t.

Moynihan-McCoy, Toni. "Famous American Women." Corpus Christi, Texas: Education Service Center, Region II, Vocational Equity Project, 1983.

GRADE_____

CLASS_____

SCHOOL_____

SEX_____ AGE_____

ETHNIC GROUP_____

Take a few minutes to think about what you want to be when you are 30:

A farmer
A newspaper reporter
A carpenter
A pollution control engineer
A doctor
A hotel manager
A hairdresser
A salesperson
An actor
A musician
A sculptor
A teacher
A firefighter
An accountant
A computer operator
An owner
A parent
An electrician
A sail maker
A marine biologist
A forest ranger
A bus driver
An artist

VOCATIONAL RESOURCES CENTER
EDUCATION SERVICE CENTER - II
209 N. WATER - (512) 883-9288
CORPUS CHRISTI, TX 78401

What do you want to be when you are 30 years old?

_____

What do you want to know about getting a job?

_____

_____

What do you want to know about keeping a job?

_____

_____

What do you want to know about working?

_____

_____

What do you want to know about choosing a career?

_____

_____

What do you want to know about preparing for a career?

_____

_____

What do you want to know about the money and benefits that you can earn in a career?

_____

_____

What do you want to know about the place you might work in when you have a career?

_____

_____

What do you want to know about your home life and your career?

_____

_____

What do you want to know about changing careers?

_____

_____

What do you want to know about careers of the future?

_____

_____

What do you want to know about nontraditional careers?

_____

_____

Thank you for answering these questions. I hope that you get to be what you want to be.

2

Explore

Xico Alvarado

Brigido Lopez, Jr.

Israel Gonzalez

Roy Hopkins

Charlotte Smith

Pauline Kelly

Dagoberto Barrera

Alice Nunez

Violet Taylor

2

EXPLORATION
(Show Them)

Goal: Students receive in-depth information about nontraditional occupations that they need to make informed occupational decisions.

What is the problem?

Why is it a problem?

How can we overcome it?

Outcome: Students who decide nontraditional occupation is appropriate for them begin the enrollment process.

2

Explore
(Show Them)

Resources

I WANT TO BE

List at least five people whom you admire very much. You may use names of any person whether historical, fictional, living or dead. Write a brief essay or give a brief discussion about one of the persons on your list of five. Describe the qualities that person posesses. Tell why she or he is admired.

Then compare yourself to the person you have described. What would you have to do to become like that person? What changes would you have to make? How would you go about making them? What personal goals would you set for achieving these desired changes? How long would it take you?

Take time to discuss what you have learned from this comparison with a friend, a teacher and your parents. Then ask yourself what you have learned about your future.

Building A Self

Behaviors I want to have	Behaviors I have now that block the behaviors I want	What I can do about it
1. I want to be a good student.	1. I take care of my little brother. 2. I can't read.	1. Make better use of school time 2. Study before school 3. See counselor about reading help
2.		
3.		
4.		
5.		

Now share your list with a friend.

Ratliffe, Sharon and Deldie Herman. Self-Awareness. Skokie, Ill: National Textbook Company, 1982.

GUIDELINES FOR GOAL-SETTING

Once a person has decided where she is, who she is, and where she wants to go, she has identified what success means to her. Now she needs to learn how to establish goals to carry her along the road to success. To set effective goals, it is important that one observe the following guidelines. A goal must be:

1. Conceivable

   You must be able to conceptualize the goal so that it is understandable and then be able to identify clearly what the first step or two would be.

2. Believable

   In addition to being consistent with your personal value system, you must believe you can reach the goal. This goes back to the need to have a positive, affirmative feeling about one's self. Bear in mind that few people can believe a goal that they have never seen achieved by someone else. This has serious implications for goal-setting in culturally deprived areas.

3. Achievable

   The goals you set must be accomplishable with your given strengths and abilities. For example, if you were a rather obese 45-year-old, it would be foolish for you to set the goal of running the four-minute mile in the next six months -- that simply would not be achievable.

4. Controllable

   If your goal includes the involvement of anyone else, you should first obtain the permission of the other person or persons to be involved; or the goal may be stated as an invitation.

5. Measurable

   Your goal must be stated so that it is measurable in time and quantity. For example, suppose your goal were to work on your term paper this week. You would specify your goal by saying, "I am going to write twenty pages by 3:00 p.m. next Monday." That way, the goal can be measured; and when Monday comes, you know whether or not you have achieved it.

6. Desirable

   Your goal should be something you really want to do. Whatever your ambition, it should be one that you want to fulfill, rather than something you

feel you should do. We are well aware that there are many things in life a person has to do, but if he is to be highly motivated, he must commit a substantial percentage of his time to doing things he wants to do. In other words, there should be a balance in life, but the "want" factor is vital to changing style of being and living.

7. Stated with No Alternative

You should set one goal at a time. Our research has shown that a person who says he wants to do one thing or another -- giving himself an alternative -- seldom gets beyond the "or." He does neither. This does not imply inflexibility. Flexibility in action implies an ability to be able to make a judgment that some action you are involved in is either inappropriate, unnecessary, or the result of a bad decision. Even though you may set out for one goal, you can stop at any time and drop it for a new one. But when you change, you again state your goal without an alternative.

8. Growth-Facilitating

Your goal should never be destructive to yourself, to others, or to society. A student recently set a goal to break off fourteen car antennas before 9:00 a.m. the next day. The goal was certainly believable, achievable, measurable, and so forth. Obviously such a goal cannot be supported. If a student is seeking potentially destructive goals, an effort to encourage him to consider a different goal should be made.

These guidelines have been adapted from Choose Success: How to Set and Achieve All Your Goals, by Dr. Billy B. Sharp with Claire Cox.

Occupational Investigation Activities

1) Choose two occupations and write for necessary information in order to compare benefits and limitations of both.

2) As students write or call for information, ask them to request two copies of pamphlets, brochures, etc., so that the class can set up a filing system of current materials.

3) Research and compare salaries in two occupations within the same occupational cluster (construction, health, agribusiness.)

4) Compare two occupational clusters in terms of demand in the marketplace.

5) Assign students two occupations to research and report on skills required for the jobs.

6) Make group assignments to find out what kind of problems a person may encounter in pursuing a nontraditional job (men in nursing or women doctors) and then have the groups report their findings to the class in a unique way.

7) Trace the history of a particular person in terms of her/his profession by using the "Recommended Reading" categories in each section.

8) Select a famous person in a nontraditional occupation and assign students to report on the person orally or in writing.

9) Ask students to dream about what they want to be and then have them research that job.

10) Ask students to decide what occupation they <u>do not</u> want to work in and then have them research that job and tell why not.

11) Research a particular job and then write a resume for it.

12) Assign "mock interviews" with real employers. Ask employers to evaluate whether or not they would hire the student based on the interview. This task will require students to research the occupation.

13) Have students plan a career day for the class/the school/a student organization.

14) Compare transportation problems (getting to work) in five different occupations.

15) Choose an occupational cluster per month and have students investigate in want ads, front page stories and magazine ads and articles.

16) Choose a job category that is in a downturn and assign students to find out why and discuss the implications for future employment.

17) Ask students to find the "ripple effect" in unemployment that occurs as a result of strikes and downturns (home building industry, savings and loans, steelworkers.)

18) Have students develop a budget for attending a university in a chosen field. College catalogs are necessary for this activity.

19) Locate a national cosmotologist and find out what occupational route she/he took to get where he/she is.

20) Roleplay applying to an electrical trades school.

21) Compare safety factors and environments in two jobs.

22) Investigate and compare employee benefits in two occupations in the same company/company and government.

23) Compare unionized and non-unionized employee benefits in one occupation (brick layer.)

24) Locate and fill out a scholarship form/financial aid form for a college/technical school.

25. Assign students materials to read that are on loan from the Education Service Center or Sex Desegregation Assistance Center.

26) Locate national people in nontraditional jobs and write them to appear at your school for free. If they charge, have a car wash.

27) List everyone you know in an occupational cluster and then list the nontraditional people whom you know in the same job.

28) Plan a Job Fair.

29) Plan a College/Technical School Day.

30) Produce a product, market it, sell it and keep books.

31) Have a judged competition for students who make art objects representing a particular occupational cluster. Have the community judge.

32) Search through "Recommended Reading" in each section of THE JOB BOOK and list books on famous people.

33) Find out what it costs to become a teacher.

34) Find out what it costs to become a superintendent.

35) Find out what barriers a woman would have to overcome to become a professional baseball coach.

36) Write a paper on the dangers of being a coin-operated machine service operator, a private investigator or a security guard.

37) Find out what benefits a national association or agencies offers you if you join as a professional in the field.

38) Show an occupational film and ask students to look for characteristics about the employees that make them look happy or unhappy. After discussion show the film again and try to find out what or who might contribute to their feelings.

39) Plan a nontraditional occupations day at your school where female students replace male teachers/coaches/administrators and male students replace food service workers/female teachers/ secretaries. At an all school assembly have a group of these students give a skit about what they learned.

40) Assign students two hours of T.V. watching at home. During that time, students should count the number of times male/female voice-overs occur in commercials.

....from THE JOB BOOK, by Toni Moynihan-McCoy

10 Things I Love To Do

	$	A/S	P	M/F	D	S	H	Date		
2										
3										
4										
5										
6										
7										
8										
9										
10										

I learned that I _____

-Adapted from 100 Ways to Enhance Self-Concept in the Classroom, Jack Canfield & H.C. Wells

Toni Moynihan
Education Service Center
209 N. Water
Corpus Christi, TX 78401

Twenty Things I Like To Do

Ask each student to number a sheet of paper from 1 to 20. Then ask them to list twenty things they like to do in whatever order the activities occur to them.

When they have completed this, ask them to annotate each item with the following codes:

Put a dollar sign ($) next to each item that cost over five dollars every time you do it.
Place a P next to each item that you enjoy more when you are doing it with somebody, and an A next to those things you enjoy more when you are doing it alone.
Put a Pl next to each activity that requires planning.
Beside each activity, place the date when you did it last, if you can remember.
Place an F or M next to each item you think your father or mother would have listed when they were your age.
Place an * next to each item you would want your future wife or husband to have on their list. For example:

1. Go surfing	P, Pl, 8/5/70
2. Play basketball	P, Pl, 9/27/70, F
3. Dance	P, 3/31/71, M *
4. Read poetry	3/25/71
5. Go to the movies	$, P, Pl, 2/31/71, F

When the students have completed the coding, ask them to make a few "I learned..." statements. Statements made by students in the past include "I learned I don't need money to be happy." "I learned I like things better when they are spontaneous." "I learned I need to plan more." "I learned I haven't done the things I like to do for a long time."

This would be an opportune time to introduce the concept of goal-setting. Students could be asked to set a goal to do something they like to do, but that they haven't done for a long time.

Exercise by Sidney B. Simon

SENTENCE COMPLETIONS

1. A boy who is not good at sports _____

   _____

2. When I see a man teaching in elementary school, I _____

   _____

3. Young boys should/should not be allowed to play with dolls because

   _____

4. The hardest thing about being a boy is _____

   _____

5. The best thing about being a boy is _____

   _____

6. The last time I remember seeing a man cry was _____

   _____

7. A good job for a man is _____

   _____

8. Boys should/should not help around the house with cooking and cleaning because _____

   _____

9. In general, men do/do not lead happier lives than women because

   _____

10. A sissy is _____

11. A tomboy is _____

12. It is/is not worse for a boy to be a sissy than for a girl to be a tomboy because _____

    _____

From Being A Man: A Unit of Instructional Activities on Male Role Stereotyping, Ed. Cathleen M. O'Toole, Ohio State University.

Answer each of the following questions to the best of your ability. There are no right answers. This exercise is designed to help you identify your own interests.

	Yes	No	Don't Know
1. Are you physically fit?	____	____	____
2. Do you feel comfortable working with tools?	____	____	____
3. Do you like to fix things around the home?	____	____	____
4. Would you be willing to work in conditions in which you would get dirty?	____	____	____
5. Do you like to work with wood or metal or machines?	____	____	____
6. Would you like to work outside, even in poor weather?	____	____	____
7. Do you like to work on physically active projects?	____	____	____
8. Would you mind traveling long distances or over a period of several weeks at a time on the job?	____	____	____
9. Would you like to give other people directions and supervise their work?	____	____	____
10. Do you like to deal with problems that require math to solve?	____	____	____

COMMENTS

Even though there are no correct answers to the questions, YES responses are typical for traditional male occupations. Therefore, if you are a female, the greater the number of YES responses you gave, the more likely you might be interested in a nontraditional occupation for your sex.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

Take a moment to find out about your interests.

Identifying My Interests: A Checklist[1]

	I am interested in:	I have tried:	I have seen a woman do this:	I have seen a man do this:
Growing plants, flowers, or vegetables				
Driving a truck or heavy machinery				
Arranging flowers				
Selling something to a stranger				
Learning about credit agreements				
Performing laboratory tests with chemicals				
Doing complicated arithmetic problems				
Reading an insurance policy				
Taking care of people who are ill				
Working in a hospital				
Cooking an entire meal				
Fixing up a room just the way you want it				
Taking care of a child for 24 hours				
Repairing your own clothes				
Sewing something you can use or wear				
Doing all the grocery shopping for your family for a week				
Keeping a budget				
Working with a computer				
Typing a letter				
Managing an office				
Reading or drawing a blueprint				
Tuning up an engine				
Fixing an electrical appliance				
Building something out of wood				
Giving someone a haircut				
Fixing a leaking faucet				
Working with power tools				
Making something with metal				
Working with technical instruments				

From: Moynihan-McCoy, Toni. What About A Nontraditional Job? - Students. Corpus Christi, Texas: Education Service Center, Region II, 1983.

After you check your answers, look them over.

What are your interests?

Do you have interests that are traditional to your sex?

Do you have interests that are not traditional to your sex?

Do you try activities that you have seen someone else try?

Are you more likely to try an activity done by someone of your sex? Does it make any difference?

What activities would you be willing to try?

"Discovering and developing your own individuality . . . is a matter of trying a number of different things and finding those that are right for you. The things you do best may be a mixture of traditional 'feminine' and 'masculine' things. The point is, find out what's right for you."

Other ways to find out about nontraditional jobs are:

Talk to your parents and their friends.

Talk to your friends who are enrolled in vocational programs.

Talk to vocational teachers.

Enroll in a vocational course.

Knowing about yourself also means thinking about how you feel about work outside the home. Answer the following questions as one way to begin:

Paid Work in My Life: Where Am I Now?[3]

When I think of my life, work that I do for pay seems to be:

_____ very far away from my life now
_____ a decision that I need to begin thinking about now

I believe that the work I do for pay will:

_____ not be very important or take very much time in my life
_____ be a very important and time consuming part of my life

I think that my paid employment is likely to be:

_____ interesting and a source of satisfaction to me
_____ not very interesting, just something I'll do to make money

I think that when I work for pay it will be in a job which is:

_____ traditional for my sex
_____ not traditional for my sex

I would like to work with:

_____ members of my own sex
_____ members of the opposite sex
_____ both females and males

I believe that I have considered

_____ a few possible occupations
_____ a great variety of occupations

I believe that I have:

_____ very little idea of the work I would like to do for pay
_____ a good idea of the work I would like to do for pay

If I had to support myself now, I would:

_____ have trouble finding a job I would enjoy
_____ be able to do several different jobs that I would enjoy

I think that the work I would like to do will:

_____ require very little training
_____ require a fair amount of training

If I had to choose a career tomorrow, I would choose to be _____

and I would need to get the following training _____

I think that my paid work opportunities will be influenced by sex discrimination and sex stereotyping:

_____ very little, if at all
_____ to some degree
_____ a great deal

I think that the factors which will be most important to me in choosing an occupation will be:

_____ interest _____ security _____ high p _____ prestige _____ independence
_____ excitement _____ a chance to help others or to contribute to society
_____ freedom to do things other than my occupation _____ other _____

WHAT ARE THE BEST NONTRADITIONAL JOBS TO CONSIDER?

Jobs in high demand are often the ones to consider **first.** In Texas today, jobs in the **skilled trades, health, computer, electronics** and **service-related** fields are in high demand. High demand jobs need workers. High demand jobs pay well, too.

SOME HIGH DEMAND JOBS IN TEXAS[1]

Skilled Trades
$14,000-18,000*

heavy equipment operators
crane operators
auto mechanics
air conditioning mechanics
electricians
cost estimators
construction inspectors
stone masons
carpenters
bricklayers

Health
$14,000-17,000*

medical laboratory technicians
pharmacy assistants
physchiatric aids
purchasing agents
radiology/nuclear technicians
x-ray technicians
physical therapy technician

Computers
$13,000-15,000*

actuartial clerks
computer operators
computer programmers
computer systems analyst
insurance raters
key punch operators
peripheral equipment operators
statistical clerks

Electronics
$16,000-20,000

electrical technicians
electronic technicians
power station operators
computer seismograph technicians
data processing machine mechanics
engineering technicians
electro-mechanical assemblers
instrument repairers

Now, choose three jobs on this list. Ask your vocational counselor about them. These jobs will lead you to many others.

1. _____

2. _____

3. _____

*Average salary per year to begin

HOW DO I FIND OUT ABOUT A PARTICULAR NONTRADITIONAL JOB, SUCH AS AN ELECTRONICS TECHNICIAN?

There are many ways to find out about a certain job. One way is to talk with your vocational counselor. Find out if the counselor knows someone who is an electronics technician. Your counselor can help you make arrangements to talk to that person.

If you have an electronics teacher in your school, make an appointment to talk with the teacher. Find out if there are young women enrolled in the program. If there are, talk with them. If there are not, find out how the teacher feels about your being the first.

Visit the school or public library. Ask the librarian to give you a list of magazine articles or books about jobs in electronics. Ask for the name and address of an association or company in electronics so that you can write a letter asking about jobs in the field of electronics.

The important thing in your search is to find out through **someone**. Don't be discouraged and don't quit asking.

Write down this information to get started:

Vocational Counselor's Name: _____

Vocational Counselor's Office: _____

Vocational Counselor's Office Hours: _____

Vocational Teacher's Name: _____

Vocational Teacher's Hours _____

School Librarian's Name: _____

Public Librarian's Name: _____

Library Address: _____

Library Phone Number: _____

Library Hours: _____

What Do I Want in a Job?[5]

I would like to work:

_____ with my ideas or my mind
_____ with my hands or small tools
_____ with large machinery
_____ in heavy physical activity

I would like to work:

_____ by myself
_____ with other people

If I work with other people, I would like to work:

_____ as a member of a team of people working together
_____ giving directions or supervising or organizing other people's work
_____ receiving directions and supervision from others
_____ listening to others
_____ helping or performing services for others
_____ persuading others
_____ competing with others

I like to work with:

_____ a great variety of different tasks or activities and rapid or unpredictable changes of activities
_____ a limited number of tasks which remain similar and predictable over time

I would like to work where:

_____ my tasks are clearly structured and I know exactly what is expected
_____ I can set my own problems and figure out my own way to solve them

I would like to work:

_____ flexible and irregular hours
_____ regular hours

I would like to work:

_____ indoors
_____ outdoors

I would like to work:

_____ in the city or the suburbs
_____ in the country or rural areas

I would like to be able to work in:

_____ the area where I live now or a particular geographic area
_____ many different areas of the U.S., possibly moving from place to place

When I think about paid work, the two values which are most important to me are:
(Put a "1" beside the one which is most important and a "2" beside the one which is next important.)

_____ **interest**
_____ **security**
_____ **high pay**
_____ **prestige**
_____ **serving others or contributing to society**
_____ **independence**
_____ **excitement**
_____ **freedom to do things other than my paid work**
_____ **other:** _____ _____

Your answers to questions like these won't tell what specific occupations might interest you; they will tell you what things you should look for when you explore occupations and consider specific choices. Answering questions like these carefully can help you to make a career decision which is right for you — one which is based on your own needs rather than on sex stereotypes.

WHAT ARE SOME BENEFITS OF HAVING A NONTRADITIONAL JOB?

Many of the benefits that we receive from a nontraditional job are the same that we would get from any job; a nice place to work, salary, holiday pay. However, the extra special benefits of a nontraditional job are:

—Choosing a job based upon your abilities and interests, rather than accepting one because of your sex
—Working in a job that you do well
—Earning what you are worth
—Meeting new and different people
—Learning new ways of working, thinking and dealing with people
—Showing your fellow workers new ways of working, thinking and dealing with people

HOW MUCH DO NONTRADITIONAL JOBS PAY?

That depends on the job. In general, though, **nontraditional jobs for women pay more** than traditional jobs. **Nontraditional jobs for men generally pay less** than traditional jobs. However, when men do enter nontraditional jobs, salaries tend to go up.[e]

Traditional (Women)	
teacher aid	$12,500
secretary	10,000-11,000
practical nurse	11,000-14,000
child care workers	10,000
retail buyers	11,000-12,000
fashion designers	11,000
dressmakers	11,000
sales workers	11,000
food service workers	11,000
Nontraditional (Women)	
auto mechanic	$14,000-18,000
court reporter	24,500
electronics technician	16,000-20,000
carpenter	14,000-18,000
crane operator	14,000-18,000
instrument repairer	16,000-20,000
cost estimator	14,000-18,000
purchasing agent	14,000-17,000
bricklayer	14,000-18,000

BEST COPY AVAILABLE

Do some investigating on your own. Check the local newspapers in the HELP WANTED ADS and compare pay offers between traditional and nontraditional jobs that you would consider.

MAINTENANCE MECHANIC

$1,257 MONTHLY

Performs maintenance mechanic duties which may include monitoring the work of subordinates, checking & repairing of more complex equipment, building & utility systems. Requires similarity with installation of new equipment & related items. Work entails finish carpentry making & other general repairs in building maintenance. High school or GED preferred.

CEMENT FINISHER & carpenter for concrete flatwork & bridge construction. 241-3981

DIESEL MECHANIC needed to maintain 8 truck fleet, with ability to learn to operate several pieces of equipment. Experience necessary. Apply between 8:11am Thursday-Saturday, 401 Westchester.

ELECTRICAL LINEMAN The City of Boerne has immediate openings for journeymen-lineman, minimum 5 years experience, 2 years in supervisory capacity. Salary commensurate with experience. Call 1-512-249-9511 for application or write to City of Boerne P.O. Drawer-U Boerne Tx 78006. eoe

305 Skills & Trades

AUTOMATIC TRANSMISSION/General Line Mechanic for Ford Dealership, must have 4 yrs line experience, preference given to applicant's with transmission experience standard benefit package, friendly work atmosphere. Call Bob Pope, 287-2516 at Bob Lacy Ford, Robstown, Tx.

EXPERIENCED LINE Auto Mechanic $12.60 per flat rate hour Plus excellent fringe benefits. WALTER JOHNSTON MOTORS, Kingsville Texas 1-592-2641, or Corpus Christi direct dial, 884-0792

EXPERIENCED MONOGRAM operator, free hand preferred, send all resume to P.O. Box 10811, Corpus Christi, Tx. 78410

EXP PAINTERS Needed 1 mile west of SPID on Airline Chandler Mills Apts., Bldg. 10. Ask for Bobby

LICENSED REPAIR Plumber, 5 years experience 854-0881

LINEMAN IMMEDIATE opening for experienced Aircraft line personnel Nueces County Airport at Robstown. Call 883-7677. EOE m/f.

NEEDED APT. & commercial plumbers. Call 884-5443 between 8:30am-5pm. Fri. & Mon. & register w/our service. Construction Workers Register, P.O. Box 4510, C.C., Tx. 78469

210 Office/Clerical

ASSERTIVE INDIVIDUAL wanted for cable TV construction office in Corpus Christi. Light office duties, reading blueprints, keeping records of vehicles, no typing required. Pay $4.50 per hour to start. Send resume with telephone number to ROCKY MOUNTAIN COMMUNICATIONS P.O. Box 452, Kiowa, Colorado 80117, attn Luann. Interviews will held in Corpus the week of October 17th.

BOOKKEEPER EXPERIENCED in real estate or construction. Send resume with salary requirement to P.O. Box 81255, Corpus Christi, Tx. 78412

FOR SECRETARIAL training-typing bus. machines. See Classification 401

FULL CHARGE Bakeeper Responsible for several entities. Real Estate or apartment experience a plus. Salary based on ability to perform. Send resume & salary requirements to: P.O. Box 2686, Corpus Christi, Tx. 78403.

FULL CHARGE Bookkeeper. Knowledge of computer & construction helpful. Send resume or exper. & education to: Reply to CC Caller-Times P.O. Box 9136 - Drwr 426 Corpus Christi, Tx. 78469

GENERAL CONTRACTOR taking applications for receptionist/typist. Must have good typing and communication skills with some knowledge of general office duties. Full time position. Apply in person. 85. 7333 Up River Rd.

INSURANCE SECRETARY

Experienced secretary needed to process insurance applications. Strong typing and grammar skills required. Excellent hours, location and benefits. Sid Murray Agency, 5858 South Staples, 993-0808. EOE M/F

LEGAL SECRETARY. Experience desired, but not required, computer, word processing experience necessary. Salary commensurate with ability. Reply to CC Caller-Times P.O. Box 9136 - Drwr 300 Corpus Christi, Tx. 78469

POSITION OPEN for Exp. Legal Secretary with very good typing & shorthand skills. Civil practice only! Salary $1000 mo. or more dependent upon ability. Call 884-5575

SECRETARY FULLTIME, answer phone, light paper work, $700 per month. Send resume to: 4933 Ambassador Row, Corpus Christi, Texas 78416.

Choices and Challenges

	Agree	Disagree	No Opinion
1. A career is necessary for a woman to be truly satisfied.	____	_____	_____
2. A career is necessary for a man to be truly satisfied.	____	_____	_____
3. Being a wife and mother is necessary for a woman to be truly satisfied.	____	_____	_____
4. Being a husband and father is necessary for a man to be truly satisfied.	____	_____	_____
5. Men and women should share equal responsibility for housekeeping chores.	____	_____	_____
6. Parents should share equally in caring for their children.	____	_____	_____
7. Men and women should share responsibility for contributing to family income.	____	_____	_____
8. A working wife should earn less than her husband.	____	_____	_____
9. Women should not hold jobs in which they get dirty.	____	_____	_____
10. Men should not be expected to do things around the house that would embarrass them in front of their friends.	____	_____	_____

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

3

Enroll

Susie Alvarez

Roberto Perez, Jr.

Jose Calvillo, Jr.

Arturo Ayala

James Hensley

Alfredo Balderas

Tony Arenas

Richard Powers

Sarah Alvarez

3

ENROLLENT
(Sign Them Up)

Goal: Students enroll in nontraditional occupational programs.

What is the problem?

Why is it a problem?

How can we overcome it?

Outcome: Enrollment systems and processes are sex/race bias free/ affirmative and students are in nontraditional program.

3

Enroll
(Sign Them Up)

Resources

BEST COPY AVAILABLE

Which of the following statements best describes your present (or past) *choice* of classes?

1. Most of my classes have been related to:

_____ GENERAL EDUCATION: I am not trying to specialize in any education or career area presently.

_____ BUSINESS: office work, sales, bookkeeping.

_____ AGRICULTURE: ornamental horticulture, crop management, livestock.

_____ FINE ARTS: art, drama, music.

_____ TRADE OR INDUSTRY: auto, drafting, electronics, graphic art, metal, wood.

_____ HOME ECONOMICS: clothing, foods, child care, home management, consumer studies.

_____ COLLEGE/UNIVERSITY PREP: I plan to attend college.

_____ NONE of the above match my present choice of classes.

Which of the following statements best describes your *plans* for education?

2. Currently, I would like to:

_____ Leave school before completing high school.

_____ Complete high school.

_____ Complete a two-year college program.

_____ Complete a four-year program.

_____ Complete a post-graduate program.

_____ Complete an apprenticeship program.

_____ Complete training in a trade school or technical training program.

_____ None of the above match my present plans for education.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

The Counselor-Teacher Relationship

A. What are the three biggest proolems you encounter in getting students into non-traditional classes?

1. Problem #1

a. Description: _____

_____

_____

b. Who contributes to this problem? _____

_____

_____

c. What have you done about it? _____

_____

_____

d. Would you handle it differently now? How? _____

_____

_____

2. Problem #2

a. Description: _____

_____

_____

b. Who contributes to this problem? _____

_____

_____

c. What have you done about it? _____

_____

_____

d. Would you handle it differently now? How? _____

_____

COUNSELOR SURVEY

Your name (optional) _____

1. What is your sex? Circle one number.

   1. Male
   2. Female

2. Please indicate the approximate numbers of male students and of female students whom you counsel.

   Number of male students _____
   Number of female students _____

3. How are students at your school recruited for 11th and 12th grade occupational education programs? That is, who contacts students at your school to tell them about programs?

   _____

   _____

   _____

4. How are students at your school selected for 11th and 12th grade occupational education programs? That is, if more students sign up for a course than can be enrolled, what criteria are used to choose students, and who makes the choices?

   _____

   _____

   _____

5. What is your role, if any, in the recruitment and selection of students for 11th and 12th grade occupational education programs?

   _____

   _____

   _____

6. What is being done in your school district to increase the enrollment of girls in the programs such as construction and maintenance trades, drafting, and electronics and of boys in programs such as personal services (cosmetology, barbering) and in home economics? Circle the numbers of all which apply.

   1. Counselors have access to career materials and employment data that demonstrate the importance of careers to female students.

2. Counselors make available to students career materials that are not sex-stereotyped (in use of he and she or in pictures presenting members of only one sex performing a job).
3. Counselors are familiar with Title IX legislation.
4. Teachers and counselors are encouraged to attend workshops that focus on sexism in education.
5. Information about area vocational schools and available programs reach all prospective students.
6. There are vocational teachers of the nontraditional sex.
7. There is a flexible program that facilitates exploration of a number of vocational options.
8. There is active, deliberate recruitment of the nontraditional sex in enrollment recruiting.
9. There is an attempt to familiarize parents with the broad spectrum of occupations that are available to all students.
10. Other _____

_____

_____

7. What additional efforts are being planned in your school district to increase the enrollment of girls in programs such as construction and maintenance trades, drafting and electronics and of boys in programs such as personal services and home economics? Circle the numbers of all that apply.

1. Counselors will have access to career materials and employment data that demonstrate the importance of careers to female students.
2. Counselors will make available to students career materials that are not sex-stereotyped (in use of he and she or pictures presenting members of only one sex performing a job).
3. Counselors will become familiar with Title IX legislation.
4. Teachers and counselors will be encouraged to attend workshops that focus on sexism in education.
5. Information about area vocational schools and available programs will reach all prospective students.
6. There will be vocational teachers of the nontraditional sex.
7. There will be a flexible program that facilitates exploration of a number of vocational options.
8. There will be active, deliberate recruitment of the nontraditional sex in enrollment recruiting.
9. There will be an attempt to familiarize parents with the broad spectrum of occupations that are available to all students.
10. Other _____

_____

_____

8. Do you think it is a good idea to encourage girls to take courses in construction and maintenance trades, drafting, and electronics, and other fields in which girls are less than 20% of the enrollment?

Yes _____ No _____

Why or why not?

_____

_____

_____

9. Do you think it is a good idea to encourage boys to take courses in personal services and in home economics, and in other fields in which boys are less than 20% of the enrollment?

Yes _____ No _____

Why or why not?

_____

_____

_____

10. Please fill in the following charts to indicate your estimate of job opportunities in your local area for students who complete occupational education courses. Check one response for each field in each chart. The first chart is for job opportunities for boys: the second chart is for job opportunities for girls.

Job Opportunities for BOYS

FIELD:	Excellent	Good	Average	Not Good	Poor	I Don't Know
SAMPLE: Printing Trades						
Automotive Services						
Cosmetology						
Construction Trades						
Data Processing						
Electronics						
Machine & Metal Industries						
Drafting						
Home Economics						

Job Opportunities for GIRLS

FIELD:	Excellent	Good	Average	Not Good	Poor	I Don't Know
SAMPLE: Printing Trades						
Automotive Services						
Cosmetology						
Construction Trades						
Data Processing						
Electronics						
Machine & Metal Industries						
Drafting						
Home Economics						

11. Are you aware of practices (administrative, teaching, or counseling) in your school district that discourage boys or girls from taking certain courses because of the sex of the student? Circle the numbers of all those that apply.

1. Negative comments and/or jokes by school personnel about students based on gender.
2. Use of predominately male or female pronouns in literature about occupational education courses.
3. Use of predominately males or females in pictures in occupational education promotional literature.
4. Lack of acceptance on the part of some faculty of the fact that females as well as males need career education courses.
5. Lack of encouragement for males to take home economics courses.
6. Negative comments about Title IX legislation and its impact.
7. Little or no active encouragement for students interested in courses in which there are few students of their sex.
8. No administrative plan and/or encouragement for altering present practices.
9. Lack of parental support for change.
10. Others _____

_____

_____

12. Have you participated in any sex-equity programs or workshops?

Yes _____ No _____

If you have done so, please identify the program or workshops.

_____

_____

_____

Thank you very much for completing this survey.

Source: Cornell Institute for Occupational Education
Department of Education

4

Teach

Mike Hancock

Lauro Saldana, Jr.

William Suzich

Fred Zambrano

Jan Smith

Wanda Garza

Gary Gray

Cliff Fullingim

4

TRAINING
(Teach Them)

Goal: Students receive training in nontraditional occupational programs.

What is the problem?

Why is it a problem?

How can we overcome it?

Outcome: Students obtain appropriate nontraditional occupational training.

4

Train
(Teach Them)

Resources

The good teacher is everything

he expects his students to be:

eager, energetic, enthusiastic, ambitious,

creative, productive.

"Audiences cry to the message givers: comfort me, amuse me, teach me, make me dream, make me laugh, make me weep, make me shudder, make me think."

Guy de Maupassant

THE SUBTLE BIASES IN OUR TEACHING....SURPRISED?

Take A Hard Look At What We Are Teaching And How

I. Examine our methodology and activities.

Are we prepared?
Do we really know what we are talking about?
What kinds of jokes do we tell?
What experiences do we draw upon?
What questions do we ask?
What resources do we use in material?
What tests do we give?
What assumptions do we make about our students?
How do we hand papers back?
To whom do we find ourselves talking in class?
What do our classrooms look like?
How about our bulletin boards?
What kind of assignments do we give?
Do we do all the talking?
What famous people do we quote?
Who comes to class to speak?
What do our written messages convey?
Do we use the elements of effective instruction?
Do we ask that our students read, write, and compute each day?
Do we ask, "How can I involve them early by doing?"

II. Examine our own biases (particularly our expectations or lack of them.)

III. Listen to our own language.

Word choice?	Sloppy?
Level?	Inflated? Vague?
Bigoted?	Witch? Japout?
Political?	Culturally deprived?
Blame the victim? ...	Who benefits?
Loaded words?	Neurotic?
Qualifiers?	Well-dressed Black? Well-dressed woman?
Names?	Men, two? Women, one? Which one?

IV. Listen to the language of others.

V. Examine our textbooks and teaching materials.

Readability?
Women omitted?
Use of pronouns?
Pictures?
Illustrations?
Characterizations?
Implications?
Symbolism?
Language?
Career Roles?

VI. Examine other materials.

Our own (films, posters, articles, etc.)
In a doctor's office
On a plane
At breakfast
In the halls
Southwest Development Lab
Television (voice overs, situations, roles)

VII. Read about women and men in our fields.

VIII. Look for pluses in everything.

Call students by name.
Look into their eyes.
Touch them.

IX. Ask yourself this question at the end of every day:

Am I an exciting, compelling, human teacher
who laughs and cries,
gets angry, and makes mistakes?

If your answer is "yes" most of the time, everyone in America needs you.

Moynihan-McCoy, Toni. "The Subtle Biases in Our Teaching....Surprised?" Corpus Christi, Texas: Education Service Center, Region II, Vocational Equity Project, 1983.

12 • Step 1: Assessing Sex-Fair Teaching Behaviors

Checklist For Sex-Fair Teaching Behavior*

As an industrial arts teacher, you serve as a model for students. The example you set can significantly affect students' attitudes and behaviors concerning sex-fair treatment of others. Complete the following "Checklist for Sex-Fair Teaching Behavior" to assess the model you provide your students.

In my teaching, I:	Always	Sometimes	Never
1. Provide the same course content for students of both sexes.	☐	☐	☐
2. Provide the same learning activities and projects for students rather than different ones (such as more lab or shop work for boys, more book work for girls).	☐	☐	☐
3. Set the same standards of behavior for all students in the classroom.	☐	☐	☐
4. Allow all students equal access to tools and equipment.	☐	☐	☐
5. Encourage all students to be equally considerate and courteous of others.	☐	☐	☐
6. Administer the same reprimands or disciplinary actions to students for misbehavior.	☐	☐	☐
7. Use gender-free terms and occupational titles rather than sex-specific ones (such as "human" or "person" instead of "mankind," "man," or "saleslady").	☐	☐	☐
8. Avoid stereotypical phrases (such as "boys will be boys" and "girls should act ladylike").	☐	☐	☐
9. Give equal attention to students of both sexes (rather than more criticism for boys, support for girls, or vice versa).	☐	☐	☐

	Always	Sometimes	Never
10. Establish the same safety and/or sanitation and dress requirements for all students (such as all students wear shop or lab coats or aprons).	☐	☐	☐
11. Establish and apply the same grading system to all students (not allowing for one sex to be less capable).	☐	☐	☐
12. Incorporate the topic of sex discrimination, stereotyping, and bias into course content and discussion whenever possible.	☐	☐	☐
13. Provide information to students about expanding occupational and/or family activities for both sexes in areas that have traditionally been considered appropriate for only one sex.	☐	☐	☐
14. Assist both girls and boys in recognizing that their adult roles will probably include work, parenting, and homemaking.	☐	☐	☐
15. Involve students in identifying examples of sex discrimination, stereotyping, and bias in textbooks, curriculum materials, media and other course-related materials (such as trade journals, job descriptions, and application forms).	☐	☐	☐
16. Help students identify sex discrimination in their education and personal lives.	☐	☐	☐
17. Request anonymous student evaluations concerning any sex discrimination, stereotyping, or bias they may feel exists in my classroom.	☐	☐	☐
18. Encourage students to correct me if I "slip" and use sex-specific terms or sexist generalizations.	☐	☐	☐

*The checklist used here was adapted from:
Ferris, C. *Expanding adolescent role expectations: information, activities, and resources for vocational education.* Ithica, New York: Cornell University, Community Service Education Department, 1977, p. 41.

Sex Equity Guide for Industrial Arts Programs. Reston, VA: American Council of Industrial Arts Supervisors, 1982.

Was It Something I Said?

Educators, employers, and parents need to be aware of hidden meanings in their choice of words. Some remarks and words can be interpreted to imply that racial and ethnic groups, women, men, or handicapped persons are superior or inferior to others even though the speakers had no intentions of conveying that message. As a result, some people may be offended and your message "tuned out."

The use of unbiased language plays an important role in encouraging students to explore career options based on their interests, not on prescribed roles.

This guide cannot possibly include all biased words and remarks, but does offer some brief tips on how to correct those most commonly used.

WORD EXCHANGE

BIASED	NONBIASED
businessman	business manager or executive
chairman	chairperson, leader, chair
cleaning lady	housekeeper, custodian
colored people	Blacks
congressman	member of congress, congressional representative
craftsman	craft worker
craftsmanship	artisanship
crippled	disabled
deaf and dumb	deaf
fits	seizures
fireman	firefighter
foreman	supervisor, manager
freshman	first-year student
gal Friday	assistant
hard of hearing	hearing-impaired
housewife	homemaker
ladylike	well-mannered
middleman	middle person, intermediary
mailman	letter carrier
man-hours	staff-hours, working hours
mankind	humanity
man-made	synthetic, artificial
manpower	skilled labor, labor force
man-sized job	big or enormous job
mongoloid	Down's Syndrome
policeman	police officer
repairman	repairer
spokesman	spokesperson, speaker
sportsmanship	sense of fair play
stewardess	flight attendant
workman	worker
workman's compensation	worker's compensation
master bedroom	main bedroom

From: The Laser Beam, Volume 3, Number 3, February, 1983

SENTENCE EXCHANGE

BIASED	NONBIASED
The labor force needs skilled men.	The labor force needs skilled men and women.
John Doe is a competent executive, and his wife is a charming blonde.	John and Ann make an attractive couple. He's a competent executive, and she's an excellent reporter.
Ask the girls to type the report.	Ask the secretaries to type the report.
She's a career woman.	She's a biologist.
Welcome, ladies and men.	Welcome, ladies and gentlemen. Welcome, women and men.
The executives' wives will assemble.	The executives' spouses will assemble.
A good mechanic knows his customers.	A good mechanic knows his or her customers. Good mechanics know their customers.
It's a pleasure to meet a pretty girl such as yourself.	It's a pleasure to meet you.
This is Mrs. John Brown.	This is Mrs. Ann Brown. This is Ms. Ann Brown.
John and his wife are homeowners.	John and Ann are homeowners.
Today's young men want opportunities.	Today's young women and men want opportunities.
Their son is retarded.*	Their son is a slow learner/has a learning disability/is slightly mentally retarded/ is severely mentally retarded.
Infants need a mother's care.	Infants need parental care.
She's a tomboy.	She's an energetic and curious person.
He helps his wife at home.	He and his wife share household duties.
Epileptics* are dependable workers.	People who have epilepsy are dependable workers.
The handicapped people formed an organization.	Several persons, each with some handicap, formed an organization.
Mary is a Black* friend of mine.	Mary is a friend of mine.

*Racial, ethnic, color, sex, or handicapping condition of a person should be avoided unless it is pertinent to the context of your message.

From: The Laser Beam, Volume 3, Number 3, February, 1983

FORMS OF BIAS IN TEXTS AND INSTRUCTIONAL MATERIALS

1. INVISIBILITY: Certain groups are underrepresented in curricular materials. The significant omission of women and minority groups has become so great as to imply that these groups are of less value, importance, and significance in our society.

2. STEREOTYPING: By assigning traditional and rigid roles or attributes to a group, instructional materials stereotype and limit the abilities and potential of that group. Stereotyping denies students a knowledge of the diversity, complexity, and variation of any group of individuals. Children who see themselves portrayed only in stereotypic ways may internalize those stereotypes and fail to develop their own unique abilities, interests, and full potential.

3. IMBALANCE/SELECTIVITY: Textbooks perpetuate bias by presenting only one interpretation of an issue, situation, or group of people. This imbalanced account restricts the knowledge of students regarding the varied perspectives which may apply to a particular situation. Through selective presentation of materials, textbooks distort reality and ignore complex and differing viewpoints. As a result, millions of students have been given limited perspective concerning the contributions, struggles, and participation of certain groups in our society.

4. UNREALITY: Textbooks frequently present an unrealistic portrayal of our history and our contemporary life experience. Controversial topics are glossed over and discussions of discrimination and prejudice are avoided. This unrealistic coverage denies children the information they need to recognize, understand, and perhaps some day conquer the problems that plague our society.

5. FRAGMENTATION/ISOLATION: By separating issues related to minorities and women from the main body of the text, instructional materials imply that these issues are less important than and not a part of the cultural mainstream.

6. LINGUISTIC BIAS: Curricular materials reflect the discriminatory nature of our language. Masculine terms and pronouns, ranging from our "forefathers" to the generic "he", deny the participation of women in our society. Further, occupations such as "mailman" are given masculine labels that deny the legitimacy of women working in these fields. Imbalance of word order and lack of parallel terms that refer to females and males are also forms of linguistic bias.

From: Ysleta Equity Program, Ysleta ISD, January 1983.

TELEVISION WORKSHEET

For the first commercial during each commercial break, record the following information:

Name of Product _____

Voice Over ____ Female ____ Male

PERSON #1 a) ____ Female ____ Male

b) ____ Domestic Chores (cooking, cleaning, laundry)

____ Serving/waiting on: __Man __Woman __Boy __Girl __Mixed

ACTIVITY

____ Eating

____ Childcare

____ Shopping

____ Personal appearance/Hygiene

____ Leisure/Recreation

____ Talking to camera

SETTING c) ____ Indoors ____ Outdoors

PERSON #2 a) ____ Female ____ Male

b) ____ Domestic Chores (cooking, cleaning, laundry)

____ Serving/waiting on: __Man __Woman __Boy __Girl __Mixed

ACTIVITY

____ Eating

____ Childcare

____ Shopping

____ Personal appearance/Hygiene

____ Leisure/Recreatic

____ Talking to camera

SETTING c) ____ Indoors ____ Outdoors

TELEVISION WORKSHEET

Name of Program _____

1. Is the major character a female____ or a male____?

2. How many females____ and males____ are there in this program? (Count only the major characters with speaking lines. Do not include faces in a street scene.)

3. What are the activities of the females and males in the program? (List major activities.)

Female Activities

Male Activities

4. What are the occupations of the major females and males in the program?

Females' Occupations

Males' Occupations

5. Are the females shown primarily in:

Home ____ Outdoors ____ School ____ Business ____ Other ____

What about the males:

Home ____ Outdoors ____ School ____ Business ____ Other ____

Watch Your Words

OBJECTIVE
To assess the positive and negative effects of vocabulary on attitudes about families.

GENERALIZATION
Language helps to shape and reinforce personal and societal values and attitudes.

- Read each of the sentence pairs below.
- Which sentence in each pair gives you the feeling that:
  - —the family is meeting the needs of all of its members
  - —people are proud of their families, whatever kind of family they have
  - —sharing, respect and cooperation are the family goals
  - —neither the mother nor the father is being judged?

  Mark a plus (+) by these sentences.
- Which sentence in each pair gives you the feeling that:
  - —the family has somehow been hurt
  - —guilt or shame surrounds the family
  - —the situation is embarrassing
  - —people are taking sides
  - —one parent is good and the other bad?

  Mark a minus (−) by these sentences.
- Tally the class responses and using a majority vote, make a class list of positive sentences and a list of negative sentences.
- Identify and underline the exact words or phrases in each sentence that seem to evoke positive and negative feelings about the family.
- Discuss the following questions:
  - —How does our language reflect our personal attitudes? How does it shape the attitudes of those to whom we are talking?
  - —Could we change our attitudes about various family forms by changing the words and phrases we use to describe these families? Explain your answer.
  - —Are there times when the "negative" words or phrases might be more appropriate? Why or why not?

(+) (−)

☐ Sarah comes from a broken home.
☐ Sarah's parents ended their marriage.

☐ My ex-husband lives in Detroit.
☐ The children's father lives in Detroit.

☐ The children are living with their mother this month.
☐ The children are visiting my ex-wife this month.

☐ I used to have a family, before the marriage failed.
☐ I have a family, a daughter and two sons.

☐ David lives with his brother and mother.
☐ David lives in a fatherless home.

☐ The custody battle went on for weeks.
☐ The disagreement over the Parenting Agreement went on for weeks.

☐ I live with my mother on weekdays and visit my dad on weekends.
☐ I have two homes.

☐ Diane is a single parent.
☐ Diane is raising her kids alone.

☐ My sister and I live in a stepfamily.
☐ My sister and I live in a remarriage family.

Reference
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This activity may be duplicated in quantity.

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Pennsylvania Department of Education. Guidelines for Creating Positive Sexual and Social Images in Educational Materials. (Adopted from Guidelines developed by Macmillan, 1975.) Harrisburg, Pa.: Pennsylvania Department of Education, n.d. 82 pp. Pennsylvania Dept. of Education, Box 911, Harrisburg, PA 17126.

Selection of Materials and Program Development for Various Minority Ethnic Groups: Workshop Proceedings, June 1974. Annapolis, Md.: Maryland State Department of Education, 1975.

5

Support

Lon Tyler

Daniel Martinez

Juli Bergstrom

Jose E. Lugo

Lyn Kerr

Rene Cantu

Ruby Casteel

Carl Eads

5

RETENTION
(Support Them)

Goal: Students complete nontraditional programs.

What is the problem?

Why is it a problem?

How is it a problem?

Outcome: Students prepared to enter nontraditional occupations.

5

Retain
(Support Them)

Resources

EXAMINING STEREOTYPES: PERSONAL DECISIONS

I can identify the following examples of sex-role stereotyping:	I would/would not like to change these because:	Actions I would take to make any changes I have chosen:	Actions I plan to take: (place an asterisk in this column next to any action you plan to take)
With my friends:			
At school:			
At home:			

BEING A MAN: A UNIT OF INSTRUCTIONAL ACTIVITIES ON MALE ROLE STEREOTYPING,
Ed. Cathleen M. O'Toole, Ohio State University.

HOUSEHOLD ROLES

ACTIVITY	WHO IS RESPONSIBLE IN OUR HOUSEHOLD?			
	MOTHER	FATHER	BOTH	CHILD WHO DOES IT
Do plumbing repairs				
Take out garbage				
Fix appliances				
Clean the house				
Prepare meals				
Clean garage				
Maintain car				
Pay bills				
Cut lawn				
Stay home when children are sick				
Shop for children's clothes				
Take children for check-ups				
Teach the children sports				
Discipline the children				

Adapted from Ysleta Equity Seekers, "YES," Parental Involvement Component Handbook, Ysleta ISD, Texas by Eva Ross.

Source: "Raising Children in a Changing Society," The General Mills American Family Report, 1976-77, 90.

PAPELES DESEMPEÑADOS EN EL HOGAR

Marque con una "X" la columna que mejor describe a la persona que sus hijos/hijas ven desempeñando estos quehaceres del hogar. En la última columna, ponga el nombre de cualquier niño/niña en su familia que puede desempeñar este papel.

ACTIVIDAD	?QUIEN ES RESPONSABLE EN NUESTRO HOGAR?			
	MADRE	PADRE	AMBOS	EL NIÑO/NIÑA QUE LO HACE
Hace las reparaciones de plomería				
Saca la basura				
Compone los aparatos				
Limpia la casa				
Prepara las comidas				
Limpia el "garage"				
Mantiene el coche				
Paga las cuentas				
Corta el zacate				
Permanece en casa cuando los niños están enfermos				
Hace compras para la ropa de los niños/niñas				
Lleva a los niños/niñas por sus exámenes físicos				
Enseña a los niños/niñas los deportes				
Disciplina a los niños/niñas				

Adaptado de Ysleta Equity Seekers, "YES," Parental Involvement Component Handbook, Ysleta ISD, Texas por Eva Ross.

Fuente: "La Crianza de los niños en una Sociedad en Cambio" El reporte de la familia americana por General Mills, 1976-77, pag. 90.

Lorraine and Larry

Purpose

To help students understand some issues relating to working mothers.

What students will do

Students will complete a comic-strip conversation. The situation depicts a family discussion about a wife going back to work.

Supplies needed

- Gamebook and pencil for each student

Leader preparation

Read the activity carefully. Plan how to make it work in your class.

Time needed

At least 5 minutes

To launch

Ask students to turn to pages 9–11 of their Gamebooks, *Lorraine and Larry* (Leader's Guide, pages 19–21). to read the comic strip and fill in the faces and the balloons in the last frame.

To sum up

When students have finished:

- ask a few boys to read what they wrote in each balloon
- ask a few girls to read what they wrote in each balloon

Ask students to describe any families they know who are in the same situation as Lorraine, Larry, and Billy. How did they work things out?

The Boston YWCA. Connections, Women and Work and Skills for Good Jobs. Newton, Massachusetts: The WEEA Publishing Center, 1981.

Lorraine and Larry

HI HONEY, HOW ARE YOU? — THE LANDLORD CAME BY TO FIX THE LOCK TODAY.
YOU KNOW THE RENT IS DUE TODAY.
TALK ABOUT **BAD NEWS!** WELL, HE'LL HAVE TO WAIT TILL I GET PAID NEXT WEEK. WE'VE GOT TO GET THE CAR OUT OF THE SHOP FIRST.
GEE. WE SURE COULD USE SOME **EXTRA** BUCKS THESE DAYS...
LARRY, WHAT WOULD YOU SAY TO MY GOING BACK TO WORK THIS YEAR?
!
MOM AND DAD MIGHT TAKE CARE OF LITTLE BILLY. I KNOW THEY'D LOVE TO SPEND MORE TIME WITH HIM...
YEAH, BUT THINGS WOULD SURE CHANGE AROUND HERE.

I KNOW WHAT YOU MEAN, LARRY. BUT, WE'VE **GOT** TO FIND A WAY TO KEEP UP WITH OUR BILLS. LOOK HOW MUCH BETTER OFF VAL AND KEN ARE NOW SINCE SHE STARTED HER BANK JOB.
COOL IT, BILLY. YOUR DINNER'S COMING... LISTEN, LORRAINE, KEN SAYS LIFE IS PRETTY CRAZY THERE WITH VAL GONE ALL DAY.
AND SHE DOESN'T EVEN EARN **THAT MUCH** BY THE TIME THE BANK TAKES OUT FOR **TAXES** ...
I KNOW, BUT WHY COULDN'T I WORK AT A JOB THAT PAYS MORE? BOY, IF I COULD EARN AS MUCH AS YOU DO REPAIRING T.V.'S, WE'D BE ALL SET!

How My Spouse Sees It

This activity is designed to help you identify similarities and differences in attitude between yourself and your spouse about changing roles. Your attitudes and behavior have a great impact on you both and your children.

Answer "yes" or "no" to each item. Ask your spouse to do the same. Compare notes and talk about what you have learned about each other. If you are a single parent, do the same thing in Section II.

1._____Our household is run differently from the house in which I grew up.
2._____My spouse and I talk about the futures of our sons and daughters.
3._____My spouse knows that I want my daughters and sons to be prepared to play a variety of roles in the future.
4._____By changing my own behavior and expectations, I can influence the behavior of my spouse.
5._____My children are aware that my spouse and I would approve of their entering nontraditional fields.
6._____I can help my spouse understand sex equity by sharing information I have learned about it.
7._____There are may things I can do to make my daughter or son value sex equity.
8._____My spouse is supportive of the achievement of our daughters and sons.
9._____My spouse has higher expectations than I do for our sons and daughters.
10._____Other members of our extended family can help our children expand their opportunities.
11._____My children see me performing a variety of household and work roles.

II FOR A SINGLE PARENT - HOW I SEE SEX EQUITY

1._____My household is run differently from the house in which I grew up.
2._____I talk about the future with my sons and daughters.
3._____I want my daughter or son to be prepared to play a variety of roles in the future.
4._____My daughters and sons are aware that I approve of their entering nontraditional fields.
5._____There are many things I can do to make my child value sex equity.
6._____Other members of my family can help expand my children's opportunities.
7._____My daughters and sons see me performing a variety of household and work roles.

ASK THE TEENAGER AT YOUR HOUSE.....

-What would the advantages be for both sexes if girls always paid their own way on dates, as the regular expected thing?

-Would you date a person taller (shorter) than you?

-Do you date in groups or couples? Do couples form within the group on dates?

-Who initiates dates? Decides where to go, etc.?

-What songs, movies, TV programs are popular with girls? With boys? Why?

-What makes a student popular with the other sex? Their own sex?

-What makes a student an outcast?

-What do students tease the same sex about? The other sex?

-What emotions do girls show most easily? How do they express them?

-What emotions do boys show most easily? How do they express them?

-How do you feel about coed physical education classes? Vocational classes? (Health studios)

-What do you plan to do after high school?

-What portion of your life will you work outside the home? Inside the home?

-What activities do you feel are appropriate to one sex? Why?

-What kinds of activities do you feel you can't do because of your sex?

-How will you divide chores in your own household? How will you delegate jobs to your children if you become a parent?

-Do you feel both partners should work outside the home if there are children?

-How do you feel about a wife making a larger salary than her husband?

-Would you feel comfortable working for a woman manager? Why or why not?

-What kind of life do you hope a daughter of yours might lead? A son?

From "New Pioneers,"North Carolina Department of Public Instruction, Amanda Smith

VOCATIONAL RESOURCES CENTER, Education Service Center, 209 N. Water, Corpus Christi, TX78401

CHILDREN LEARN WHAT THEY LIVE*

Dorothy Law Nolte

If a child lives with criticism,
she learns to condemn.
If a child lives with hostility,
she learns to fight.
If a child lives with fear,
she learns to be apprehensive.
If a child lives with pity,
she learns to feel sorry for herself.
If a child lives with ridicule,
she learns to be shy.
If a child lives with jealousy,
she learns what envy is.
If a child lives with shame,
she learns to feel guilty.
If a child lives with encouragement,
she learns to be confident.
If a child lives with tolerance,
she learns to be patient.
If a child lives with praise,
she learns to be appreciative.
If a child lives with acceptance,
she learns to love.
If a child lives with approval,
she learns to like herself.
If a child lives with recognition,
she learns that it is good to have a goal.
If a child lives with sharing,
she learns about generosity.
If a child lives with honesty and fairness,
she learns what truth and justice are.
If a child lives with security,
she learns to have faith in herself and in those about her.
If a child lives with friendliness,
she learns that the world is a nice place in which to live.
If you live with serenity,
your child will live with peace of mind.

With what is your child living?

*edited for female children

A PARENT'S GIFT

Gold and Silver have I none.

What gift then can I give my son, (or daughter?)+

I can endow him with a sense of worth.
her

I can deepen his inner security by developing self-esteem.
I can encourage natural talents and special qualities.
I can show an understanding of other cultures and other peoples.

I can stimulate his sense of adventure.
her

I can present to him a wide variety of experiences.
I can feed his natural curiosity.
I can help him to develop an awareness of all life around him.

I can enrich his vocabulary.
her

I can talk with him of many things, as opposed to talking "at" him.
I can listen to him and welcome this unique expression of ideas.
I can read to him from fact and fancy, poetry and prose.
I can sing with him old songs and new.

I can ignite the spark of his creativity.
her

I can kindle his imagination.
I can accept his new ideas.
I can appreciate his efforts.
I can provide him the raw materials with which to work.
I can give him time to dream.

I can communicate moral and spiritual values.

I can set a worthy example for him to follow.
I can motivate him toward achieving honest goals.
I can be reverent and hold certain values sacred.
I can laugh with him when life tests us both.
I can offer him love.
her

Paule Crabb

+Notice that when the masculine pronoun is used to represent boys and girls, girls are forgotten.

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What It Takes

A mother or dad or both

who

is able to read or has someone to read to him or her,
has reasonable judgement,
has maturity,
has a sense of humor,
is fairly flexible, and
operates somewhat democratically.

A teacher

who

has current occupational information or knows where to get it,
has a sense of spontaneity and a thirst for action,
needs little encouragement, but understands caution,
shows enthusiastic cooperation,
can keep it light,
will make it fun, and
maintains a you-can-do-it attitude.

Moynihan-McCoy, Toni. "What It Takes." Corpus Christi, TX: ESC II, 1981.

Bringing the Folks Back

Parents speaking on job stereotyping

Look at the economics - information sheets

Classroom aides

Class trips to their jobs

Personal invites to specific school activities

Parent conferences

Home assignments (time log) (family chart)

Classroom visits

Mom and Dad's Day

Parent meetings for suggestions and planning

Parent night to explain program (ask the football team to baby sit)

Student goes to father's job and report

Students goes to mother's job and report

Parents come to school to discuss with each other and daughters their aspirations

Invite parents to career workshops put on by students about non-traditional careers for both sexes

Establish a career resource file for students and parents

Moynihan-McCoy, Toni. "Bringing the Folks Back!" Corpus Christi,TX: ESC II, 1982.

CHILD'S GRADE_____

CHILD'S CLASS_____

CHILD'S SCHOOL_____

CHILD'S SEX_____AGE_____

CHILD'S ETHNIC GROUP_____

Take a few minutes to think about what you want your daughter or son to be when he or she is 30 years old.

A farmer
A newspaper reporter
A carpenter
A pollution control engineer
A doctor
A hotel manager
A hairdresser
A salesperson
An actor
A musician
A sculptor
A teacher
A firefighter
An accountant
A computer operator
An owner
A parent
An electrician
A sail maker
A marine biologist
A forest ranger
A bus driver
An artist

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What do you want your daughter to be when she is 30 years old?

_____

What do you want your son to be when he is 30 years old?

_____

What do you want to know about your child's getting a job?

_____

_____

What do you want to know about her or his keeping a job?

_____

_____

What do you want to know about his or her working?

_____

_____

What do you want to know about his or her choosing a career?

_____

_____

What do you want to know about his or her preparing for a career?

_____

_____

What do you want to know about the money and benefits that he or she can earn in a career?

_____

_____

What do you want to know about the place your child might work in when he or she has a career?

_____

_____

What do you want to know about your child's home life with a career?

_____

_____

What do you want to know about her or his changing careers?

_____

_____

What do you want to know about careers of the future?

_____

_____

What do you want to know about nontraditional careers?

_____

_____

Thank you for answering these questions. I hope that your child gets to be what he or she wants to be.

6

Place

Wesley VaMatre

Lucy Fernandez

Virginia Linville

Felipe Martinez

Tom Forrest

Romeo Garza

Michael Metke

John Schlosser

6

PLACEMENT
(Place Them)

Goal: Graduates are placed in appropriate nontraditional jobs.

What is the problem?

Why is it a problem?

How can we overcome it?

Outcome: Women and men are working in satisfactory nontraditional jobs.

6

Placement
(Place Them)

Resources

REMINDER LIST OF RELATIVES

Your relatives will generally be more eager to assist you than any other person. All they usually need is a hint from you and they will be delighted to help a member of the family. In the following blank spaces, put a checkmark or a number (such as after cousins) for each relative who lives or works in the geographical area where you would be willing to work.

_____ Father _____ Mother _____ Brothers _____ Sisters _____ Uncles
_____ Aunts _____ Cousins _____ Grandfathers _____ Grandmothers
_____ Brothers-in-Law _____ Sisters-in-Law

Other Relatives (list names): _____

_____

_____

Spouse, Girl or Boyfriend, and their Relatives

Spouse (or girlfriend or boyfriend): _____

His/her Mother _____ Father _____ Sisters _____ Brothers _____

Other close relatives: _____

_____

_____

Azrin, Nathan H. Job Club Counselor's Manual. Baltimore, MD: University Park Press, 1980. Used with permission.

ON THE JOB

Make about 10 extra copies of this form before you write on it. You will need one for every job you have had--and then some. Start with the job you had most recently and work backwards in time. Don't forget to include jobs you did without pay. Use a new page for each job.

Job title_____ _____ From_____ To_____

Employer_____
(Supervisor) (Title)

_____
(Name of Company)

_____
(Address)

_____ _____
(Telephone Number) (Salary)

Job Duties (What I Did)	How Well I Did This

Special talents or personal qualities needed to do this job:

_____

_____

_____

Kaplan, Roberta. Suit Yourself: Shopping for a Job. Washington, D.C.: Wider Opportunities for Women, 1980.

MORE ABOUT YOURSELF

Fill this out after you finish Form D.

Training Programs or Schools You Attended	(From - To) When	Certificate/ Diploma/Degree

Your Best Subjects	Honors, Awards

Outside Activities and Hobbies:

Can You Fix Things (like broken dishes, jewelry, toys, household equipment, furniture) If so, what can you fix?

What Tools Can You Use?	What Machines Do You Know How to Use?

List Any Other Special Skills You Have:

Kaplan, Roberta. Suit Yourself: Shopping for a Job. Washington, D.C.: Wider Opportunities for Women, 1980.

FORGET LIST

In Past Jobs, I Did Not Like:	I Disliked This Because of:

Kaplan, Roberta. Suit Yourself: Shopping for a Job. Washington, D.C.: Wider Opportunities for Women, 1980.

REMINDER LIST OF FRIENDS AND ACQUAINTANCES

For each of the following activities, list the names of friends with whom you shared that activity at one time or another. They need not be your "best friend," so long as you know them well enough for them to remember you. Under each activity, list as many such acquaintances as you can, so long as they live or work in the general area where you would consider working.

People I have invited to my house, such as for parties or dinner:

People who have invited me to their house:

People who belong to a club with me:

People I play or watch sports with:

Roommates I've had:

People I know from my neighborhood:

People I have dated, double-dated with, or gone out with:

People I send greeting cards to or receive them from:

People who have the same hobby I do: _____

People I've done a favor for or who did me a favor: _____

People I've gone out with, such as to the movies, bowling, or card playing: _____

People in my place of worship: _____

Azrin, Nathan H. Job Club Counselor's Manual. Baltimore, MD: University Park Press, 1980. Used with permission.

7

Follow Up

Jack McKeeber

America Pena

Rodger Wahl

Juan O. Garcia

Ralph Jennings

Amancio Rodriguez

Stephen M. Vassberg

Hossein Pezeshki

7

FOLLOW UP

Goal: Women and men are working in nontraditional jobs for several months. Information is obtained that will aid in improving our program for students in nontraditional occupation program back at the campus.

What is the problem?

Why is it a problem?

How can we overcome it?

Outcome: Continued success of former students in nontraditional jobs and improved campus program for students in nontraditional occupational training.

7

Follow Up
(Follow Them Up)

Resources

UNEQUAL STATUS CUES IN INTERPERSONAL BEHAVIOR

Subtle Ways That Women Unknowingly Communicate Deference

1. First versus last name. In ambiguous situations in which the status of others is unclear men typically refer to people by their first names while women generally resort to a polite or formal form of address. It is commonly accepted that the right to call another by their first name goes to the person of higher status.

2. Self disclosure. Women in this society are expected to be more self disclosing than men. Self disclosure enhances the other person's power over you because it provides them with information about you and this gives them an advantage that you don't have.

3. Personal space. Dominant individuals have a larger "personal space," i.e., they are approached less closely than those of lower status. Women consistently have smaller personal spaces than men and are more likely to allow their space to be invaded by others.

4. Eye contact. A direct stare or gaze is a common gesture of dominance. When women maintain eye contact in interactions with men they tend to modify the gesture by tilting their heads slightly and periodically averting their eyes. This reduces the dominance impact and will often be perceived as submissiveness.

5. Smiling. Persons of low status smile more often than do higher status individuals.

6. Touching. As with first naming, it is considered presumptuous for a person of low status to initiate touch with a person of higher status. Research has demonstrated that females are touched more than males and are expected to touch others less.

7. Verbalization. Contrary to popular myth, research has shown that men consistently talk more than women. Further, males are much less likely than females to permit others to interrupt them.

8. Vocalization. In general, the higher the pitch of voice the less the individual is perceived as having authority. While there are anatomical differences between females and males that produce slightly higher pitch in females, this anatomical difference is nowhere near so great as to produce the difference that is heard.

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Vocational Education Resource Center

9. Physical posture. When seated, males tend to take up more space by sprawling, thus claiming more territory. Further, men position their arms and legs in more angular forms (rather than curved) which is interpreted as assertive and challenging. People perceive height as directly related to power, therefore appearing tall creates an impression of strength. In addition, persons of low status tend to hold their arms close to their bodies and keep their legs together when they talk with someone of higher status.

"A man's behavior toward a woman might be interpreted as an expression of either power or intimacy, depending on the situation. When the same behavior is engaged in by a woman and directed toward a man, it is interpreted only as a gesture of intimacy -- and intimacy between the sexes is always seen as sexual in nature. Because our values say that women should not have power over men, women's nonverbal communication is rarely interpreted as an expression of power. If the situation precludes a sexual interpretation, women's assumption of the male perogative is dismissed as deviant (castrating, domineering, unfeminine)".

. . . Nancy Henly & Jo Freeman. The sexual politics on interpersonal behavior. In Women: A Feminist Perspective, Jo Freeman (Ed.). Palo Alto: Mayfield Publishing Company, 1975.

EIGHTEEN TIPS TO MOVE YOU AHEAD

1. Raise your expectation level.

2. If you're asked (or volunteer) to do something, have it done ahead of time.

3. If you are working on a long-term project, make periodic progress reports without being asked!

4. Try to increase your creativity. Look for new slants on old problems. View problems from every angle.

5. Always vigorously represent the needs and concerns of your constituency, taking care to understand, as well, the needs of every other constituency.

6. Be the first person to understand the ramifications of a change. Think globally. Try to anticipate change rather than reacting to it.

7. Make sure information is passed on to those who need it.

8. Build your own support group.

9. When faced with a frustrating problem relax and think of as many alternatives as possible.

10. Whenever a particular problem comes up try to work out a general policy method which will solve not only that problem, but all others like it.

11. When you "fail" spend positive time thinking about everything you learned from the experience and how it will help you in the future.

12. If you are working on a joint project, don't seek sole credit. Emphasize the other person's contribution.

13. Before deciding how much of a risk is to be taken you want to analyze the organization in terms of its risk-taking resistance:

    - o are those being promoted into positions of power risk takers?
    - o if a new approach doesn't work are its authors punished? Or does the organization chalk it up to experience?

14. Do thorough preparatory work before asking for help or policy decisions.

15. Listen carefully. Speak out when you have something to add.

16. Never attack others personally. If your ideas are criticized, see if other support them before jumping into a fervent defense. Don't take disagreement as a personal criticism.

17. Don't stick to a plan or proposal just because it's yours.

18. Remember - producing consistently high caliber results that are recognized by someone in a position of authority is the key to success.

BEST COPY AVAILABLE

WOMEN MOVING UP IN PROFESSIONAL ORGANIZATIONS: AN INFORMAL GUIDE

By: Lucy H. Draper
National WEAL Board Member, Women's Equity Action League,
National Chair-Sexism & Social Justice Committee, National Council for the Social Studies

INTRODUCTION: Women can and should directly affect policy in professional organizations in any one of several ways. One of the most effective ways is to become a high-level policymaker in a professional organization. By preparing yourself and developing skills and know-how you can become a policymaker whose ideas can have practical, far-reaching effects. This informal and adaptable three-part guide is designed to give you pointers on becoming active at high levels in your professional organization. (Note: This guide can be applied to the organization's national, regional, state, and local levels.)

PART ONE: ATTAINING AN OVERVIEW OF YOUR PROFESSIONAL ORGANIZATION

Join Professional Organizations: Survey and review the major nationally significant professional organizations in your field of study. Join at least one to attain an overview of activity in your profession. Many organizations have national, regional, state, and local units. If you do not feel qualified to attempt national-level entry, begin with a lower unit. By joining a national organization you can become familiar with philosophical trends which are reflected in the organization's publications. By reading this literature religiously, you will also become familiar with the names of policymakers in your organization. (Note: Keep your organization's literature organized for easy reference.)

Subscribe to Professional Journals: Survey and review journals and publications in your general professional area. Subscribe to at least two of them. By reviewing journals you will become thoroughly familiar with trends in your profession and the people who shape them. Additionally you will enhance your personal expertise in your field. (Note: Consider submitting articles for publication.)

Attend Annual Conferences: Attending an organization's annual meeting will give you a bird's-eye view of the scope of organizational activity and emphasis. Study conference literature carefully and attend as many events as possible; especially those in areas in which you would like to become active. Introduce yourself to conference and workshop leaders.

Learn Your Organization's Structure: Obtain copies of your organization's constitution and/or by-laws and study them thoroughly. Become thoroughly familiar with your organization's structure. Pay particular attention to the officer and board member hierarchy and the process by which officers and board members are elected and committee members are appointed.

Learn Your Organization's Yearly Schedule: It is important to know the timetable and various deadlines involved in annual meeting pre-planning activities; how workshop subjects and leaders are chosen; and how organizational members can volunteer for service. When you know the timetable and selection process schedule you can choose an entry level; i.e., if proposals for workshops are solicited at a certain time, you might prepare and submit one.

STEP TWO: PREPARING YOURSELF FOR ORGANIZATIONAL ACTIVITY

Develop an Area of Expertise: Select an area of expertise with which you can become identified. If one or more areas already interest you, research it/them thoroughly and build a file on the subject. If you need to choose an area, you might review your organization's standing and ad hoc committees for ideas. Newer committees are often an avenue for advancement. Examples of areas of expertise which are of a general nature might include "women's issues," "urban issues," "media image," etc. Recognition for your expertise in a specific area gives you increased credibility in an organization.

Prepare a Resume: Prepare a concise resume and have several copies reproduced. A resume is a valuable tool in making your background and qualifications known to colleagues and policymakers When you correspond with or meet someone in a professional organization, give them a copy of your resume. (Note: Keep a log of persons to whom you have given resumes. You do not want to duplicate your efforts and, thereby, embarrass yourself.)

Learn Robert's Rules of Order: Purchase a paperback copy of Robert's Rules of Order and familiarize yourself with its contents. You cannot be effective in business and committee meetings without becoming familiar with the rules of procedure detailed in Robert's Rules of Order. (Note: Carry a copy of R.R.O. with you to meetings.)

Build an Organizational Library: Reserve a shelf in your home or office devoted to professional organizations. All materials should be organized and filed as simply as possible. Your shelf should include the following: Your organizations publication's (journals, newsletters, etc.); other professional journals; copies of your organization's constitution and/or by-laws; all organizational correspondence; your personal area of expertise file; copies of your resume; a copy of Robert's Rules of Order; and, your network file and personal cards (see below).

STEP THREE: BECOMING ACTIVE IN PROFESSIONAL ORGANIZATIONS

Join and Develop Professional Networks: Move over, "good old boy" networks. "Good old girl" networks are becoming a reality, albeit lately! Professional women must learn to seek each other out and there is no room for Queen Beeism. Contact like-minded colleagues and ask for their support. Offer them your support. When you begin to network carry a "little black book" or a package of 3"x5" cards so that you will have an easy method of exchanging and recording names of colleagues in your network. When a favor or courtesy is extended to you, follow up with a thank-you note or phone call. (Note: You might also consider having inexpensive personal cards printed for use in instances in which you do not wish to give a resume.)

Propose and Chair Workshops: Once you have developed an area of expertise you can have a professional impact by designing and chairing workshops at professional conferences. Once you develop an effective topical workshop with handout materials you can present it repeatedly at national, regional, state, and local meetings. Additionally, materials developed for workshops are often good prospects for publication.

Publish: As mentioned in Steps One and Two, you should submit articles in your area of expertise for publication in organizational publications and professional journals.

Use the Mentor System: Men have used this system effectively for generations. If you have a mentor in your professional field, ask that person to assist you in your organizational pursuits. Many students stay in contact with professor-mentors and seek their support in job seeking and professional organization activity. Mentors might give advice, make inquiries, write letters of recommendation, make referrals, etc. You might find mentors from among academic figures, career-related supervisors, colleagues, and/or policymakers in professional organizations. Mentors can be invaluable aides in career advancement as well as professional organization advancement.

Seek a Committee Appointment: A professional organization's standing and ad hoc committees often make policy recommendations to the board. Committee positions are often advancement stepping-stones in the organization. These positions are sometimes secured by appointments which you should actively seek. Choose a committee or two related to your area of expertise and write to the organization's president and the committee's chairperson requesting appointment to the committee. Attach your resume and a letter of recommendation from a mentor or colleague who has standing in the organization.

Seed Elective Office: An organization's officers and board members often shape policy. Once you have established a body of work in a professional organization you could seek an elective office. Have a colleague write a letter of recommendation to the nomination committee detailing your qualifications for office. Seek the active support of your colleagues in the nomination and campaign process. (Note: Running for elective office in contested elections carries an element of risk which should be taken into consideration. Still, the old adage applies: "Nothing ventured; Nothing gained.") Many board positions are elective; however, organizations will often have a few appointive board positions for which the plan of action would basically be the same as that suggested for seeking a committee appointment.

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Brainstorming

Rules: 1) Every idea is listed.
2) No evaluation (good or bad) of an idea is made during this session.

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26. _____
27. _____

Moynihan-McCoy, Toni. "Brainstorming." Corpus Christi, Texas: Education Service Center, Region II and Vocational Resources Center, 1981.

10 Priorities

1. _____

_____

_____

Advantages | Disadvantages

_____ | _____

_____ | _____

_____ | _____

2. _____

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Advantages | Disadvantages

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Advantages | Disadvantages

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4. _____

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Advantages	Disadvantages

5. _____

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Advantages	Disadvantages

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Advantages	Disadvantages

7. _____

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Advantages	Disadvantages

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Advantages | Disadvantages

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Advantages | Disadvantages

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10. _____

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Advantages | Disadvantages

_____ _____

_____ _____

_____ _____

Moynihan-McCoy, Toni. 10 Priorities. Corpus Christi, Texas: Education Service Center, Region II and Vocational Resources Center, 1983.

Get It Done Source
(Money, People, Materials)

1. Activity: _____

_____

Get it done source(s): _____

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2. Activity: _____

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Get it done source(s): _____

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3. Activity: _____

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Get it done source(s): _____

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Get it done source(s): _____

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5. Activity: _____

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Get it done source(s): _____

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6. Activity: _____

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Get it done source(s): _____

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7. Activity: _____

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Get it done source(s): _____

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8. Activity: _____

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Get it done source(s): _____

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9. Activity: _____

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Get it done source(s): _____

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10. Activity: _____

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Get it done source(s): _____

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_____

Moynihan-McCoy, Toni. "Get It Done Source." Corpus Christi, Texas: Education Service Center, Region II and Vocational Resources Center, 1983.

An Affair To Remember....

When I go home tonight, I will tell my family _____

_____

_____.

When I go back to my campus, I will use at least one idea to promote nontraditional occupations. I will _____

_____

_____

_____.

Caring asks doing. It is a long baptism into the seas of humankind, my daughter. Better immersion than to live untouched....

Tillie Olsen
"O Yes"

Moynihan-McCoy, Toni. "An Affair To Remember." Corpus Christi, Texas: Education Service Center, Region II and Vocational Resources Center, 1983.

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Alice Nunez, Business Skills Instr.
Michael Metke, Dir. of Self Study
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Richard Powers, Mach. Shop Oper. Instr.
Cliff Fullingim, Prog. Chairman Chem. Tech.
Hossein Pezeshki, Prog. Chairman Math/Physics
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Romeo Garza, Auto Mechanics
Amancio Rodriguez, Metal Trades

TEA

Dr. Paul Myers

Submit to pressure
from peers
and you move
down to their
level.

Speak up
for your own
beliefs
and you invite
them up to your
level.

If you move
with the crowd,
you'll get
no further than
the crowd.
When 40 million
people believe in
a dumb idea,
it's still a
dumb idea.

Simply swimming
with the tide
leaves you
nowhere.

So if you
believe in
something
that's good.
honest and bright,
stand up for it.
Maybe your peers
will get smart
and drift
your way.

--advertisement
The Wall Street Journal
1983